SHIPMAN

INVENTORY OF STATE MANDATES IN TITLE 10 PERTAINING TO SCHOOL DISTRICTS

The following inventory describes the various mandates imposed on boards of education (referred to as "districts" except in limited circumstances) by the statutes in Title 10. Mandates added or amended since 2015 are identified by an asterisk (*), and this inventory includes mandates through the 2022 legislative session. Other mandates imposed specifically on boards of education elsewhere in the statutes are not included in this inventory. This inventory of mandates summarizes the statutory provisions without detailing every requirement, and the specific statutory provisions should be consulted in determining district obligations. Moreover, this inventory does not include statutes governing grants or statutes setting forth mandates of general application, such as statutes governing employment, labor relations, elections, and freedom of information.

Statute	Summary
C.G.S. § 10-4a	•Districts must finance a suitable educational program at a reasonable level (at least equal to the minimum budget requirement). •Districts must provide educational opportunities for students to interact with students and teachers from other racial, ethnic, and economic backgrounds to reduce racial, ethnic and economic isolation. •Districts must implement the mandates of the State.
C.G.S. § 10-4b	Districts must develop an action plan in response to any finding by the State Board of Education of a failure to implement the educational interests of the State.
C.G.S. § 10-4v	•Districts that have been granted an innovation waiver or innovation waiver renewal by the State Board of Education must post it on the district's website. •Such districts must also submit to the State Board of Education (A) annual progress reports relating to the implementation of the innovation waiver or innovation waiver renewal, and (B) a final report relating to the results of such innovation waiver or innovation waiver renewal.
*C.G.S. § 10-4w	Districts that wish to provide "remote learning" as defined by the statute must (1) comply with the standards for remote learning as established by the State Department of Education, (2) adopt a policy on attendance that conforms to the State Department of Education guidance on attendance during remote learning and that counts a student in attendance if the student is engaged for half or more of the student day in (i) virtual classes, (ii) virtual meetings, (iii) activities on time-logged electronic systems, and (iv) the completion and submission of assignments, and (3) prohibits dual instruction. Remote learning is permitted only for grades 9 through 12 until July 1, 2024, at which time remote learning will be permitted for grades K-12 subject to these requirements.
*C.G.S. § 10-5	Districts may affix the State Seal of Biliteracy on diplomas awarded to a student who has achieved a high level of proficiency in English and one or more foreign languages only if the student meets the criteria established by the State Board of Education.

C.G.S. § 10-10a	Districts must participate in a state-wide data system by collecting and reporting data requested by the State Department of Education.
C.G.S. § 10-10b	Districts must include a state-assigned student identifier on all "official" records relating to the student, *e.g.*, "transcripts, report cards, attendance records, disciplinary reports and student withdrawal forms."
C.G.S. § 10-10c	Districts must implement a uniform system of accounting of school revenues and expenditures, including using charts of accounts at the school and district level, by completing and filing annual financial reports in accordance with detailed requirements with the State Department of Education and by meeting the provisions of C.G.S. § 10-227.
*C.G.S. § 10-10g	Districts must provide information concerning services and resources available to victims of domestic violence as disseminated by the State Department of Education to any (1) student or parent or guardian of a student who expresses to a school employee, as defined in C.G.S. § 10-222d, that such student or parent or guardian or a person residing with such student or parent or guardian does not feel safe at home due to domestic violence, and (2) to a parent or guardian of a student who authorizes the transfer of such student's education records to another school.
*C.G.S. § 10-14n	•Districts must comply with state testing requirements for students in grades 5, 8 and 11. •For each 11th grade student who meets or exceeds the state-wide mastery goal level on any component of the mastery examination, districts must certify that fact on the permanent record and the transcript of each such student, and the district must issue such student a certificate of mastery for such component.
*C.G.S. § 10-14t	Districts must assess students in kindergarten to grade three to identify students who are below proficiency in reading. Effective July 1, 2023, districts must use one of the reading assessments developed by the Center for Literacy Research and Reading Success in accordance with State Department of Education guidance for administering such assessments
*C.G.S. § 10-14u	•Districts identified as alliance districts must provide supplemental reading instruction through a reading interventionist to students in grades K-3 who test below proficiency on the reading assessments administered pursuant to C.G.S. § 10-14t. •Said reading interventionist must develop a reading intervention plan for such students. •The principal of each elementary school in an alliance district must provide written notification to parents of students in grades K-3 who test below proficiency as set forth in the law. •Such alliance districts, in consultation with the Center for Literacy Research and Reading Success, must provide an intensive summer school reading program for such students in grades K-3 in accordance with specified criteria. •Such alliance districts must provide reports to the Center as prescribed by the State Department of Education.
*C.G.S. § 10-14hh	Commencing July 1, 2023, districts must implement a reading curriculum model or program that has been reviewed and approved by the State Department of Education in accordance with C.G.S. § 10-14ii, unless the Commissioner grants a waiver.
*C.G.S. § 10-14ii	The Center for Literacy Research and Reading Success must "review and approve at least five reading curriculum models or programs to be implemented by local and regional boards of education according to the unique needs of each school district in accordance with the provisions of section 10-14hh."

C.G.S. § 10-15	Districts must offer at least 180 school sessions, which must be scheduled on weekdays, provided that supplemental educational programs can be scheduled on weekends.
*C.G.S. § 10-15b	•Upon request, districts must provide parents all school records, including class rank, related to their children, maintained in the student's cumulative file. •Upon request, districts must simultaneously provide a parent/guardian with whom the student does not primarily reside all school notices that are provided to the parent/guardian with whom the student primarily resides.
*C.G.S. § 10-15c	•Districts must permit children who reach the age of five on or before the first day of January of any school year to enroll in school. •Districts must notify children that they have an equal opportunity to participate in the activities, programs and courses of study offered in the public schools, without discrimination on account of race, color, sex, gender identity or expression, religion, national origin or sexual orientation or disability.
C.G.S. § 10-15f	Districts must comply with detailed provisions of the Interstate Compact on Educational Opportunity for Military Children, which requires accommodations for children of military families because of frequent moves and the deployment of their parents.
*C.G.S. § 10-16	Districts must provide an educational program each school year that includes at least 180 school days and 900 hours of instruction for grades 1 through 12, and 450 hours of instruction in K (no more than seven hours in a day), with special rules for remote learning.
C.G.S. § 10-16a	Districts must provide interested students and teachers an opportunity at the start of each school day to observe a period of silent meditation.
*C.G.S. § 10-16b	•Districts must offer the following courses: the arts; career education; consumer education; health and safety, including, but not limited to, human growth and development, nutrition, first aid, including cardiopulmonary resuscitation training in accordance with the provisions of C.G.S. § 10-16qq, disease prevention and cancer awareness, including, but not limited to, age and developmentally appropriate instruction in performing self-examinations for the purposes of screening for breast cancer and testicular cancer, community and consumer health, physical, mental and emotional health, including youth suicide prevention, substance abuse prevention, including instruction relating to opioid use and related disorders, safety, which shall include the safe use of social media, as defined in C.G.S. § 9-601, and may include the dangers of gang membership, and accident prevention; language arts, including reading, writing, grammar, speaking and spelling; mathematics; physical education; science, which may include the climate change curriculum described in subsection (d) of this section; social studies, including, but not limited to, citizenship, economics, geography, government, history and Holocaust and genocide education and awareness in accordance with the provisions of C.G.S. § 10-18f; African-American and black studies in accordance with the provisions of C.G.S. § 10-16ss; Puerto Rican and Latino studies in accordance with the provisions of C.G.S. § 10-16ss; computer programming instruction; and, on at least the secondary level, one or more world languages; vocational education; and the black and Latino studies course in accordance with the provisions of C.G.S. §§ 10-16tt and 10-16uu. •Districts must grant exemptions, upon request from a parent, to any world language requirement for any student who has been identified as deaf or hearing impaired.

	•Districts must attest annually to the State Board of Education that at least the minimum required program of instruction is being offered and that such program of instruction is planned, ongoing and systematic.
C.G.S. § 10-16e	Upon request of a parent or guardian, districts must grant exemptions from any family life education instruction.
*C.G.S. § 10-16*l*	Districts may establish for any school year a firm graduation date for high school students that is no earlier than the one hundred eightieth day noted in the school calendar originally adopted by the board for that school year.
*C.G.S. § 10-16p	Districts that operate a school readiness program must comply with standards established by the Office of Early Childhood, as well as statutory staff qualification requirements that escalate from 2022 to 2029.
*C.G.S. § 10-16q	•Districts that offer school readiness programs must meet additional requirements, including among other things, a plan for the incorporation of appropriate preliteracy practices and teacher training in such practices and a plan for professional development for staff, including, but not limited to, training (A) in preliteracy skills development, and (B) designed to assure respect for racial and ethnic diversity. •Districts that offer school readiness programs must comply with limitations on how much they can charge parents.
C.G.S. § 10-16r	A town seeking to apply for a grant for a school readiness program must convene a local school readiness council or establish a regional school readiness council in accordance with requirements specified in the statute, and the school readiness council must in turn make recommendations to the chief elected officer of the town and the superintendent.
C.G.S. § 10-16qq	Districts are required to include cardiopulmonary resuscitation instruction as part of the health and safety curriculum.
*C.G.S. § 10-16rr	Districts that operate an inter-district magnet school program that includes preschool must obtain accreditation for the preschool program from the National Association for the Education of Young Children.
*C.G.S. § 10-16ss	When developing and implementing the African-American and black studies and Puerto Rican and Latino studies curriculum required by section 10-16b, districts must utilize the curriculum materials made available by the State Board of Education or other existing and appropriate public or private materials, personnel and resources, as long as such curriculum is in accordance with the state-wide subject matter content standards adopted by the State Board of Education pursuant to section 10-4.
*C.G.S. § 10-16tt	Districts are subject to audit by the State Department of Education to assure that they are offering Black and Latino Studies in accordance with state standards.
*C.G.S. § 10-16uu	Districts are required to offer a Black and Latino Studies course in accordance with state standards.
*C.G.S. § 10-16vv	Commencing July 1, 2023, districts must include Native American studies as part of the social studies curriculum that meets the specific requirements set forth in the statute.

*C.G.S. § 10-16ww	Commencing July 1, 2025, districts must include Asian American and Pacific Islander studies as part of the social studies curriculum that meets the specific requirements set forth in the statute.
C.G.S. § 10-17	Districts must provide all instruction, except instruction to ELL students, in English.
C.G.S. § 10-17f	•Districts must determine eligibility of students for ELL instruction annually and provide for an ELL program if more than twenty such students are identified. •Districts must classify students eligible for ELL instruction by native language. •District must provide bilingual education for up to thirty months, subject to extension at the district's request with the approval of the State Department of Education. •If required to provide a program of bilingual education, districts must initially endeavor to implement the provisions of those bilingual education programs through in-service training for existing certified professional employees, and thereafter, give preference in hiring to such certified professional employees as are required to maintain the program. •Districts must hold a meeting with the parents/guardians of ELL students to explain the benefits of the language program options available in the school district, including an English language immersion program.
C.G.S. § 10-18	•Districts must provide a program of United States history, including instruction in United States government at the local, state and national levels, and in the duties, responsibilities, and rights of United States citizenship and ensure familiarity with said subjects before graduation. • Districts must provide an instructional program regarding democracy in the third, fourth, or fifth grade in which students engage in a participatory manner in learning about all branches of government.
C.G.S. § 10-18a	Except where a legitimate educational interest will otherwise be served, districts must select textbooks that accurately present the achievements and accomplishments of individuals and groups from all ethnic and racial backgrounds and of both sexes.
C.G.S. § 10-18c	Districts must grant excusal, upon request from a parent, from any firearm instruction.
C.G.S. § 10-18d	Districts must grant excusal, upon request from a parent, from any dissection activity and offer the student an alternate assignment.
*C.G.S. § 10-18f	Districts must include Holocaust and genocide education and awareness as part of the social studies curriculum.
C.G.S. § 10-19	•Districts must provide instruction on the knowledge, skills and attitudes required to understand and avoid the effects of alcohol, nicotine or tobacco and drugs on health, character, citizenship and personality development every academic year to pupils in all grades. •Districts must attest annually that all students have been provided such instruction in accordance with a planned, ongoing, and systematic programs of instruction. •Districts must provide AIDS education but adopt a policy to exempt students from AIDS education upon parental request.

*C.G.S. § 10-29a	Districts must conduct suitable exercises in the schools to observe some 26 holidays/special days out of 106 such days as the Governor is directed by this statute to proclaim each year.
C.G.S. § 10-33	Districts must designate a high school and pay tuition for students to attend such high school, if the school district does not maintain its own high school.
C.G.S. § 10-35	Districts must provide at least one year notice period before discontinuing attendance of nonresidents in the high school program.
C.G.S. § 10-64	Districts must designate a vo-ag training program and pay tuition for students to attend such program, if the school district does not maintain a vo-ag program.
C.G.S. § 10-65	•Districts must provide overall vo-ag enrollment opportunities of at least: (a) the number set forth in a written agreement with a vo-ag center; or (b) the average enrollment of district students in vo-ag centers for the prior three years. •Districts must provide ninth grade vo-ag enrollment opportunities of at least: (a) the number set forth in a written agreement with a vo-ag center; or (b) the average enrollment of ninth grade district students in vo-ag centers for the prior three years. •Districts must provide opportunities to enroll in more than one center (under certain circumstances, as set forth in this statute). •Districts must maintain consistent local funding of such programming (*i.e.*, prohibition on supplanting).
C.G.S. 10-65a	•Districts that operate an agricultural science and technology education center must establish and implement a five-year plan to increase racial and ethnic diversity at such center, which must reasonably reflect the racial and ethnic diversity of the area of the state in which the center is located. •Districts that operate an agricultural science and technology education center must conduct an annual study as to the educational and vocational activities in which graduates are engaged five years after graduation and must submit the study to the State Board of Education.
C.G.S. § 10-66dd	Districts must give school professionals a two-year leave of absence, without compensation, in order to be employed in a charter school and must grant an extension for an additional two years upon request.
C.G.S. § 10-66ee	•Districts must pay an agreed-upon amount, including charges related to special education, to any local charter school in the district that a student from the district attends. •Districts must provide transportation for district students to any charter school located in district. •Districts must hold the planning and placement team (PPT) meeting for charter school students who live in district and require special education. •Districts must pay the charter school any additional cost for special education services.
C.G.S. § 10-69	•Districts must provide adult education programming. •Districts must grant adult education diplomas in accordance with certain statutory requirements. •Districts must award adult education credits in accordance with certain statutory requirements.

*C.G.S § 10-74j	Districts must comply with state guidelines adopted pursuant to C.G.S. § 10-74k in providing alternative education.
*C.G.S. § 10-76d	•Districts must (A) enroll as a provider in the state medical assistance program, (B) participate in the Medicaid School Based Child Health Program administered by the Department of Social Services, and (C) submit billable service information electronically to the Department of Social Services, or its billing agent, subject to a cost benefit analysis for districts with fewer than 1,000 students. •Upon finding a student eligible for special education, and at each PPT for the student, district officials must provide parents/guardians with information and resources relating to special education as prepared by the State Department of Education. •At each initial planning and placement team meeting, districts must inform the parent, guardian, surrogate parent or pupil of the laws relating to physical restraint and seclusion and the rights of such parent, guardian, surrogate parent or pupil under such laws and the related regulations adopted by the State Board of Education. •Upon request, districts must provide the results of the assessments and evaluations used in the determination of eligibility for special education for a child or pupil to parent, guardian, surrogate parent or pupil at least three school days before the referral planning and placement team meeting at which such results of the assessments and evaluations will be discussed for the first time. •Districts must notify the parent/guardian (or, as applicable, a majority age student or surrogate parent), in writing, at least five school days before the district proposes to, or refuses to, initiate or change the student's identification, evaluation or educational placement or the provision of a free appropriate public education to the student. •Districts must provide an opportunity for the parent/guardian to meet with a member of the PPT prior to the referral PPT to discuss the PPT process. •Upon request, districts must provide parent, guardian, pupil or surrogate parent an opportunity to meet with a member of the planning and placement team designated by such board prior to the referral planning and placement team meeting at which the assessments and evaluations of the child or pupil who requires or may require special education is presented to such parent, guardian, pupil or surrogate parent for the first time. •Districts must (1) give a parent, guardian, pupil or surrogate parent at least five school days' prior notice of any planning and placement team meeting conducted for such child or pupil, (2) have the right to be present at and participate in all portions of such meeting at which an educational program for such child or pupil is developed, reviewed or revised, and (3) have the right to have advisors of such person's own choosing and at such person's own expense, and to have the school paraprofessional assigned to such child or pupil and the birth-to-three coordinator, if any, to be present at and to participate in all portions of such meeting at which an educational program for such child or pupil is developed, reviewed or revised. •When a parent, guardian, pupil or surrogate parent requests the attendance of a paraprofessional at a PPT, the district must give the paraprofessional adequate notice of the meeting, and upon the request of the paraprofessional the district must provide training to the paraprofessional on his/her role at the PPT. •When a paraprofessional attends a PPT, the district must share the IEP with the paraprofessional so that the paraprofessional may provide special education to the student in accordance with the IEP.

	•Districts that provide special education must provide transportation, to and from, but not beyond the curb of, the residence of the child. •Immediately upon the formal identification of any child as a child requiring special education and at each PPT meeting, districts must provide certain information specified by statute. If such parent, guardian, surrogate parent or pupil does not attend a PPT meeting, districts must mail such information to such persons. •Districts must have in effect at the beginning of each school year an educational program for each child or pupil who has been identified as eligible for special education. •Starting at age 14 (or earlier if educationally appropriate), the planning and placement team shall include in the IEP for each child requiring special education a statement of transition service needs, with special provisions for students 14 and older diagnosed with autism spectrum disorder. •Districts are prohibited from disciplining a school employee for statements made at a PPT meeting.
C.G.S. § 10-76h	Districts must comply with special education hearing procedures when parents request a hearing concerning the special education program provided to their child.
C.G.S. § 10-76dd	Districts must employ the requisite number of certified and licensed staff to implement each child's IEP, as well as supervisors.
C.G.S. § 10-76ee	Districts must include an administrator, not necessarily the principal, in each PPT meeting.
C.G.S. § 10-76ff	Districts must follow state and federal statutory procedures for identifying children in need of special education.
C.G.S. § 10-76gg	Districts must provide the State Department of Education with information on race, ethnicity, and disability category of children requiring special education as the Department may request.
*C.G.S. § 10-76ii	Districts must provide applied behavioral services by properly licensed personnel to children with autism spectrum disorder if their IEP or Section 504 plan requires it.
C.G.S. § 10-76jj	Districts must include a language and communication plan developed by the child's PPT for a child identified as deaf or hearing impaired.
C.G.S. § 10-76*ll*	Districts must provide parents the written Bill of Rights developed by the State Department of Education at every PPT meeting for students in grades 6 through 12.
C.G.S. § 10-76pp	Districts must use the digital IEP form software provided by the State Department of Education.
*C.G.S. § 10-76qq	Districts must use the term “emotional disability” in lieu of the term “emotional disturbance,” which is to have the same meaning as “emotional disturbance” under IDEA.
*C.G.S. § 10-76xx	•Districts must provide electronic notification to parents of children identified as gifted and talented, which must include “(1) an explanation of how such student was identified as gifted and talented, and (2) the contact information for (A) the employee of the school district in charge of the provision of services to gifted and talented students, or, if there is no such employee, the employee of the school district in charge of the provision of special education

	and related services, (B) the employee at the Department of Education who has been designated as responsible for providing information and assistance to boards of education and parents or guardians of students related to gifted and talented students, pursuant to C.G.S. § 10-3e, and (C) any associations in the state that provide support to gifted and talented students." •Districts must develop a policy for the equitable identification of gifted and talented students, which shall "require the use of multiple methods of identification of gifted and talented students that are in compliance with guidance provided by the Department of Education."
*C.G.S. § 10-91h	•Districts must report annually to the Auditors of Public Accounts on (1) the number of students receiving special education services from a private provider, and (2) the amount of money paid to such private providers during the previous fiscal year, and (3) any other information requested by the Auditors of Public Accounts. •Districts that have entered into contracts with private providers must submit to audits by the Auditors of Public Accounts "for the purposes of examining such board's monitoring of student attendance at such private provider of special education services to ensure that proper services are being provided and costs are being controlled."
*C.G.S. § 10-91j	Districts must enter into written contracts with private providers of special education services in order for the related expenses to be reimbursable, which agreements must state how tuition and other costs are calculated.
C.G.S. § 10-92a	If a teacher determines that a child in the teacher's class, who is not eligible for special education and related services, has a communicative, motor skills or physical problem, the teacher must access existing supplemental resources within the school district to address the educational needs of the child.
C.G.S. § 10-97	Districts must provide transportation for resident students attending a technical education and career high school within or outside the school district. Districts that do not have an agricultural science and technology program must pay tuition and transportation costs associated with resident students' attendance at such a program elsewhere. Transportation costs to either such school are capped at a maximum of $6,000.
C.G.S. § 10-145	•Districts may employ individuals in certified positions only with proper certification. •Districts may employ substitutes where substitutes (1) have a bachelor's degree, unless a waiver has been issued, and (2) are on a list maintained by the local or regional board pursuant to C.G.S.A. §10-222c(f). Districts that are not in compliance may be subject to a penalty, no less than $1,000 and no more than $10,000.
*C.G.S. § 10-145b	•Districts must regularly observe, guide and evaluate the performance of the assigned duties of teachers with an initial certificate. •Districts must notify the Commissioner of Education when a certified employee has been terminated for moral misconduct. •Districts must make assurances, through written request, of the issuance of such certificate and attest to the existence of a plan for supervision for temporary certificate holders. •Districts must provide a recommendation to the State Board of Education in at least three to eight years after the issuance of the certified employee's certification, remarking on the certified employee's successful completion of their years of satisfactory teaching.

C.G.S. § 10-145f	When the State Board of Education provides notification that a teacher's provisional certificate will soon expire, districts must notify each teacher of the pending expiration, in writing and at the teacher's last known address.
*C.G.S. § 10-145k	Where an international teacher permit is requested, districts must attest to the existence of a teacher supervision plan.
*C.G.S. § 10-145n	Districts must provide a program, developed in consultation with the State Department of Education and including academic and classroom support service components, to assist employees who hold an adjunct instructor permit.
C.G.S. § 10-145o	Districts must develop a three-year plan for participation in the Teacher Evaluation and Mentoring (TEAM) program that meets statutory requirements. Districts' duties under the statute include the following: o forming, with teachers' union representatives, a local or regional coordinating committee or committees to guide its activities under the plan; o developing an annual budget based on its plan and submit it to the State Department of Education to receive state assistance for TEAM Program activities; o recruiting mentors from within and outside the district and assign them to work with the district's beginning teachers; o ensuring coverage by substitute teachers to allow mentors and beginning teachers to participate in the TEAM Program; o communicating regularly with beginning teachers about training opportunities, workshops, and support groups; o coordinating the TEAM Program with the district's teacher evaluation and supervision program, but keep the two separate; and o through the coordinating committee, verifying that beginning teachers have completed the TEAM Program requirements for a provisional certificate and attest to that fact and that the teacher is eligible for the provisional certificate. •Districts must ensure that their schools (1) administer the state's online needs assessment to establish beginning teachers' goals and priorities for their individualized mentoring plans; (2) review and approve teachers' plans; (3) organize mentoring opportunities by grade, department, or specialty; (4) make time available for teachers to achieve their mentoring plan goals; (5) coordinate mentors' and teachers' activities and schedules to ensure proper implementation of the district plan; and (6) submit an annual report on mentor and teacher activities to the district's coordinating committee for review and approval. •Districts must develop a three-year plan that incorporates the State Department of Education's goals and instructional priorities along with local community and student needs. •Once a teacher completes the learning modules and successfully passes the district's coordinating committee's final review, the district must submit the names of the teachers eligible for provisional certificates to the State Department of Education. •Districts must not consider a teacher's completion of the TEAM Program as a factor in any decision to continue the teacher's employment. •Districts must submit the names of the beginning teachers eligible for receipt of a provisional educator certificate to the State Department of Education upon their successful completion of instructional modules.

	•Districts must recruit mentors (who meet the statutorily required guidelines) for their teacher education and mentoring program.
C.G.S. § 10-145r	Districts must require that certain employees (any employee holding an initial, provisional or professional educator certificate with (a) an early childhood nursery through grade three or (b) an elementary endorsement in a position requiring such an endorsement in kindergarten to grade three) take a survey on reading instruction developed by the State Department of Education or a comparable reading instruction examination.
*C.G.S. § 10-145y	For employees holding a career and technical pathways instructor permit (issued pursuant to this statutory section), districts must provide a program developed in consultation with the State Department of Education that includes academic and classroom support service components.
C.G.S. § 10-148a	•Each school year, each certified employee must participate in professional development. Districts must make available, annually, at no cost to their certified employees, a program of professional development that is not fewer than eighteen hours in length, of which a preponderance is in a small group or individual instructional setting. •The professional development program must include the requirements outlined in the statute. • Districts must offer professional development activities to certified employees, either as a part of a plan developed pursuant to C.G.S. § 10-220a or individually.
*C.G.S. § 10-148d	Districts must make available, annually and at no cost to paraeducators, a professional development program (no fewer than 18 hours), in accordance with the requirements outlined in the statute.
C.G.S. § 10-149b	•Districts must ensure that coaches receive requisite concussion-related education prior to commencing their coaching assignment and annually in subsequent years. This includes a refresher course not later than five years after the completion of the coach's initial training course. •Districts must implement a concussion education plan that addresses: (1) the recognition of signs and symptoms of concussions, (2) means of obtaining proper concussion-related medical treatment, (3) the nature and risks of concussions, (4) proper procedures to institute when students with concussions return to athletics, and (5) best practices in the prevention and treatment of concussions. •Districts must prohibit student athletes from participating in any intramural or interscholastic athletic activity unless the student athlete and a parent or guardian (1) reads written materials, (2) views online training or videos, or (3) attends in-person training regarding the concussion education plan developed or approved by the State Department of Education. •Each school year, districts must provide each participating student athlete's parent or legal guardian with a copy of an informed consent form developed or approved by State Department of Education and obtain such parent's or legal guardian's signature, attesting to the fact that such parent or legal guardian has received a copy of such form and authorizes the student athlete to participate in the athletic activity.

C.G.S. § 10-149c	When a student athlete is removed from an athletic event due to a suspected concussion, acting through a qualified district employee, districts must notify the student athlete's parent/guardian that the student athlete has exhibited signs, symptoms or behaviors consistent with a concussion or has been diagnosed with a concussion. This notification must be made within twenty- four hours of such removal. A reasonable effort to provide such notification immediately after such removal must be made. Districts must follow statutory protocols in allowing students with and without clearance to participate in supervised team activities.
*C.G.S. § 10-149e	Districts must collect and report all occurrences of concussions to the State Department of Education. Each report shall include the (1) nature and extent of the concussion and (2) circumstances in which the student sustained the concussion.
*C.G.S. § 10-149h	•Districts must implement a model exertional heat illness awareness plan that encompasses at minimum: (1) the recognition of signs and symptoms, (2) the means of obtaining proper medical treatment, (3) the nature and risks of exertional heat illness, (4) the proper procedures for return to athletic activity, and (5) best practices for prevention and treatment. •Districts must prohibit student athletes from participating in intramural and interscholastic activities unless students and parent(s)/guardian(s): (1) read materials, (2) view online training or videos, or (3) attend in-person training, all developed pursuant to this section, and acknowledges adherence to this requirement through signature on an informed consent form.
C.G.S. § 10-151	Districts must notify teachers of termination/non-renewal of their contract and follow the statutory procedures regarding any such termination and non-renewal.
C.G.S. § 10-151a	Districts must provide knowledge of, access to, and, upon request, a copy of personnel records and performance evaluations to certified employees.
C.G.S. § 10-151b	•Acting through the superintendent, districts must annually evaluate or cause to be evaluated each teacher, and such annual evaluations must be the teacher evaluation and support program adopted pursuant to subsection (b) of this statute. •Acting through the superintendent, districts must report (1) the status of teacher evaluations to the local or regional board of education on or before June first of each year, and (2) the status of the implementation of the teacher evaluation and support program, including the frequency of evaluations, aggregate evaluation ratings, the number of teachers who have not been evaluated and other requirements as determined by State Department of Education, to the Commissioner of Education on or before September fifteenth of each year. •Districts must adopt and implement a teacher evaluation and support program that is consistent with the guidelines for a model teacher evaluation and support program adopted by the State Board of Education.
C.G.S. § 10-151c	Districts must obtain consent before releasing any portion of a teacher's personnel file that is not considered a public record and that does not qualify as misconduct.

C.G.S. § 10-151e	Upon the Department of Children and Families' request, districts must provide records pertaining to any investigation by the Department of Children and Families regarding suspected child abuse or neglect by a teacher employed by the District.
C.G.S. § 10-151h	Districts must (1) conduct training programs and orientation, as further defined in this statute, at least biennially for all evaluators and teachers employed by such district, (2) conduct such training programs for all new evaluators prior to any evaluations conducted by such evaluators, and (3) provide such orientation to all new teachers hired by such board before such teachers receive an evaluation.
C.G.S. § 10-153	Districts must refrain from discriminating on the basis of sex, gender identity or expression or marital status in the employment of public school teachers or in the determination of the compensation to be paid to such teachers.
C.G.S. § 10-153d	•Districts must meet with a member of the board of finance within 30 days prior to the date on which negotiations are to commence. •Districts must permit a member of the board of finance to be present during negotiations. •Districts must negotiate with respect to salaries, hours and other conditions of employment about which either party wishes to negotiate.
C.G.S. § 10-153e	• Districts must refrain from engaging in prohibited/unfair labor practices, which include prohibitions from:(1) interfering, restraining or coercing certified professional employees in the exercise of the rights guaranteed in C.G.S. § 10-153a to 10-153n; (2) dominating or interfering with the formation, existence or administration of any employees' bargaining agent or representative; (3) discharging or otherwise discriminating against or for any certified professional employee because such employee has signed or filed any affidavit, petition or complaint under said sections; (4) refusing to negotiate in good faith with the employees' bargaining agent or representative which has been designated or elected as the exclusive representative in an appropriate unit in accordance with the provisions of said sections; or (5) refusing to participate in good faith in mediation or arbitration. • Districts must file a written complaint with the State Board of Labor Relations when they wish to assert that a prohibited practice has been or is being committed and must mail a copy of such complaint to the party that is the subject of the complaint.
C.G.S. § 10-153f	• When required by this statute, districts must participate in mediation and arbitration of labor disputes, in accordance with the requirements of this statute. • When engaging in mediation, districts must meet with a mediator mutually selected in consult with the representative for the teacher or administrator and must share the cost of the mediator. • When engaging in arbitration, districts must follow the prescribed procedures for the arbitration process. • Districts must notify the Commissioner of Education when engaging in midterm negotiations within five days after the commencement of such negotiations.

C.G.S. § 10-154a	Districts must surrender evidence of a crime committed or being committed by a student to law enforcement officials or the Department of Consumer Protection.
C.G.S. § 10-155f	Districts may not require that teachers reside in the municipality or school district as a condition of employment.
C.G.S. § 10-156	Districts must provide certified employees at least 15 sick days per year and permit accumulation of at least 150 unused sick days.
*C.G.S. § 10-156a	Districts must provide a duty free lunch period of at least thirty consecutive minutes.
C.G.S. § 10-156c	Districts must provide, without penalty, reservists with up to 30 days of military leave for field training per year.
C.G.S. § 10-156d	Districts must reemploy certified employees to their previous position, or an equivalent position, after periods of military service and grant service time for periods of military service, unless otherwise outlined in the statute.
*C.G.S. § 10-156hh	Districts must ensure employees who are responsible for the hiring of educators successfully complete a video training module related to implicit bias and anti-bias in the hiring process, developed pursuant to C.G.S. § 10-156ee.
*C.G.S. § 10-157	Districts must (1) employ a superintendent to supervise schools and act as chief executive officer of the District through an election in a manner that is consistent with the statute and (2) evaluate the performance of the superintendent annually and in accordance with proper guidelines and criteria determined and agreed upon by the District.
*C.G.S. § 10-157a	Districts may jointly employ a superintendent, who shall have the powers and duties as provided in C.G.S. § 10-157a, in a manner consistent with this statute.
C.G.S. § 10-183n	•Districts must notify teachers of the state retirement system before employing them. •Districts must timely distribute, post or otherwise disseminate notices, bulletins, newsletters, annual statements of account and other information supplied by the Teachers' Retirement Board for the purpose of notifying teachers of their rights and obligations under the retirement system. •Districts must furnish to the Teachers' Retirement Board reports and information necessary or desirable for the proper administration of the retirement system. •Districts must deduct the proper amount each month from a teacher's pay for contributions to the retirement system.

C.G.S. §10-183s	Districts must certify under oath the amount of the retirement benefit, pursuant to the circumstances as outlined in the statute.
*C.G.S. § 10-183t	• Districts must submit any information that the Teachers' Retirement Board determines to be necessary concerning additions, deletions and premium changes for the health insurance subsidy program. • Districts must permit retired teachers who are not participating in Medicare Part A or Part B access to the current health insurance plan for teachers, subject to payment of a premium that may not exceed that paid by currently employed teachers.
*C.G.S. § 10-183v	• Districts must notify the Teachers' Retirement Board at the beginning and end of any re-employment period of a retired teacher. • Districts must notify the Teachers' Retirement Board of the reemployment of retiree at the time of hire and at the end of the assignment. • Districts must allow temporarily re-hired teachers access to current health insurance plan.
*C.G.S. § 10-183jj	Districts that establish a retirement incentive plan involving teacher retirement benefits must include the provisions as specified in the statute.
*C.G.S. § 10-183kk	Districts must pick up the mandatory contributions for teachers who are members of the state teachers' retirement system and who meet the requirements as outlined by the statute. These mandatory contributions are in lieu of employee contributions.
*C.G.S. § 10-184	• Districts must provide families with information on the educational opportunities available in the school system when parents or guardians opt their five- or six-year-old child out of school. • Districts must provide families with information on the educational opportunities available in the school system when parents or guardians opt their child who is eighteen years or older out of school.
C.G.S. § 10-184a	When districts provide special education programs or services for any child whose parent or guardian has chosen to educate such child in a private school in accordance with the provisions of section 10-184, such programs or services shall be in compliance with the Individuals with Disabilities Education Act, 20 USC 1400 et seq.
*C.G.S. § 10-186	• Districts must provide, by transportation or otherwise, school accommodations so that each child five years of age and over and under twenty-one years of age who is not a graduate of a high school or technical high school may attend public school, except as provided in C.G.S. §§ 10-233c and 10-233d. • Districts must accept military orders directing such member to the state or any other documents from the armed forces indicating the transfer of such member to the state as proof of residency.

	• Districts that deny school accommodations must inform the parent or guardian of such child or the child, in the case of an emancipated minor or a pupil eighteen years of age or older, of his/her right to request a hearing by the board. • Districts that have denied school accommodations must advise the proper jurisdiction of the denial. • Districts must (A) provide, in accordance with the provisions of 42 USC 11432(g)(3)(E)(ii), a homeless child or youth or the parent or guardian of such homeless child or youth with (i) a written explanation of the reasons for the denial of accommodations that is in a manner and form understandable to such homeless child or youth or parent or guardian, and (ii) information regarding the right to appeal the decision of the denial of accommodations pursuant to relevant statutes. • Districts must provide the requesting parent or student a hearing regarding ineligibility for school accommodations within ten days after receipt of the written request, make a stenographic record or tape recording of the hearing and make a finding within ten days after the hearing. Districts must also comply with relevant procedures and rules as prescribed by the statute. • Districts must immediately enroll any student who transfers from Unified School District #1 or Unified School District #2. In the case of a student who transfers from Unified School District #1 or Unified School District #2 to the school district in which such student attended school prior to enrollment in Unified School District #1 or Unified School District #2, such student shall be enrolled in the school such student previously attended, provided such school has the appropriate grade level for such student.
C.G.S. § 10-193	Acting through the superintendent, districts must provide a certificate of a student's age to employers under certain conditions.
*C.G.S. § 10-198a	•Districts must adopt and implement policies and procedures concerning truants. •Districts must hold a meeting with the parent or guardian of each child who is truant and appropriate school personnel to review and evaluate the reasons for the child being truant. •Districts must coordinate services with and referrals of children to community agencies providing child and family services. •Districts must provide a notification outlining obligations identified in section 10-184 to a parent/guardian. •Districts must obtain from a parent/guardian a telephone number or other means of contact during the school day. •Districts with disproportionately high rates of truancy must implement the truancy intervention model identified by the State Department of Education for districts that accounts for mental and behavioral health.

	•Districts must develop a system of monitoring individual unexcused absences of children in grades kindergarten to eight, inclusive, which shall provide that whenever a child enrolled in school in any such grade fails to report to school on a regularly scheduled school day and no indication has been received by school personnel that the child's parent or other person having control of the child is aware of the pupil's absence, a reasonable effort to notify, by telephone and by mail, the parent or such other person shall be made by school personnel or volunteers under the direction of school personnel. •Districts must notify a parent/guardian of a truant child of the 2-1-1 Infoline program and other pediatric mental and behavioral health screening services as described in C.G.S. §17a-22rt. •Districts must require that truant children are evaluated to determine whether additional behavioral health interventions are necessary for the well-being of the child.
C.G.S. § 10-198c	• Districts with issues surrounding chronic absenteeism, as defined by statute, must establish an attendance review team to address chronic absenteeism in the school district or at the school or schools. • Districts must ensure that each attendance review team: (1) is responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children, and making any additional recommendations for such truants and chronically absent children and their parents or guardians and (2) meet at least monthly.
*C.G.S. § 10-198d	Districts must use the State Department of Education's developed chronic absenteeism prevention and intervention plans to reduce chronic absenteeism within the district.
C.G.S. § 10-198e	Districts must use the State Department of Education's truancy intervention models, including intervention models that address students with disabilities and that account for mental and behavioral health.
*C.G.S. § 10-198f	Districts must permit any student enrolled in grades K-12 to take two mental health wellness days during the school year, during which the student is not required to attend school, and which cannot be taken consecutively.
C.G.S. § 10-202f	Districts participating in grant program shall prepare a financial statement of expenditures and an annual project report, including the items listed in the statute.
C.G.S. § 10-203	Districts must maintain school facilities in accordance with the applicable public health statutes and regulations adopted by the Commissioner of Public Health.
*C.G.S. § 10-203b	Districts must complete the Health Services Program Information Survey and submit the survey to the State Department of Education, in a form and manner prescribed by the Department.

*C.G.S. § 10-204a	• Districts must require proof of immunization against specified diseases, including diphtheria, pertussis, tetanus, measles, mumps, rubella and other diseases, except for in circumstances where parents may be excused from providing such proof in accordance with statutory provisions (e.g., where parents (1) present a certificate from a qualified health professional stating that initial immunizations have been given and additional immunizations are in process in accordance with statutory requirements; or (2) present a certificate, in a form prescribed by the Commissioner of Public Health, from a physician, physician assistant or advanced practice registered nurse stating that such immunization is medically contraindicated). • Districts must continue to allow religious exemptions for students who were enrolled in kindergarten through 12th grade on or before April 28, 2021, if such child presented a statement prior to April 28, 2021 that such immunization is contrary to the religious beliefs of the child or the child's parent or guardian, and such statement was acknowledged in accordance with the statutory requirements.
*C.G.S. § 10-204d	Districts must continue to exempt any person who was exempt, on religious grounds, from statutory immunization requirements if such student transfers from one public or private school in the state to another public or private school in the state.
C.G.S. § 10-205	•If located in a town with a population of ten thousand or more, districts must appoint one or more legally qualified practitioners of medicine as school medical advisors. •Districts must provide such medical advisors with adequate facilities to conduct health examinations of individual students and to discharge such duties as may be prescribed by such board.
*C.G.S. § 10-206	•Districts must require students to have health assessments that meet state statutory and regulatory requirements prior to enrolling in school, in either grade six or grade seven, and in either grade nine or grade ten. •Districts must provide the parent/guardian of a child who requires a health assessment prior written notice and a reasonable opportunity to be present at such assessment or to provide for such assessment himself or herself. •Districts must require the results of such assessments to be recorded on forms provided by the State Board of Education and include them in the student's cumulative health file. •Upon review by school health personnel that the results of the assessments and screenings demonstrate a need for further testing or treatment, districts must provide written notice to the student's parent or guardian and make reasonable efforts to ensure that such testing or treatment is provided. •Districts must report to the local health department and the Department of Public Health, on a triennial basis, the total number of students per school and per district having a diagnosis of asthma at the time of enrolment, in grade six or seven, and in grade nine or ten. Such report shall include student age, gender, race, ethnicity, and school.
C.G.S. § 10-206a	Districts must provide for health assessments without charge to all students whose parents or guardians meet the eligibility requirements for free and reduced price meals under the National School Lunch Program or for free milk under the special milk program.

C.G.S. § 10-206b	Each director of a Head Start program must require each child attending such program to be tested for lead levels in his blood after consultation with the school medical advisor and the local health department or in the case of a regional board of education, each local health department, that such tests are necessary.
C.G.S. § 10-206c	•Districts must require that each student annually report whether the student has health insurance. •Districts must provide information regarding state-sponsored health insurance programs for children, including application assistance for such programs, to the parent or guardian of each student identified as uninsured.
*C.G.S. § 10-206d	•Districts must request that each child enrolled in the public schools submit to an oral health assessment prior to enrollment, in grade six or seven, and in grade nine or ten. •Districts must provide the student's parent or guardian prior written notice and a reasonable opportunity to opt the child out of such assessment, be present at such assessment, or provide for such assessment himself or herself. •Districts must require the results of such assessments to be recorded on forms provided by the State Board of Education and include them in the student's cumulative health file. •If, upon review by school health personnel that the results of the assessment demonstrate a need for further testing or treatment, districts must provide written notice to the student's parent or guardian and make reasonable efforts to ensure that such testing or treatment is provided.
C.G.S. § 10-207	Districts must work with the school medical advisor to plan and administer the health program for each school.
C.G.S. § 10-208a	Districts must honor any written notice submitted by a licensed practitioner which places physical restrictions upon any student.
C.G.S. § 10-209	Districts must annually designate a representative to receive reports of student immunizations and health assessments from health care providers.
C.G.S. § 10-210	•Subject to the provisions of section 19a-216, districts must give parents or guardians of students notice of any disease or defect from which any child is found by the school medical advisor to be suffering, with such advice or order relating thereto as such medical advisor deems advisable, and such parent or guardian must then cause the child to be treated by a reputable physician for such disease or defects. •When any child shows symptoms of any communicable disease, notice shall also be given to the director of health or board of health and such child shall be excluded from attendance at such school and not permitted to return without a permit from the town, city or borough director of health.

*C.G.S. § 10-211b	• Districts that administer the peer-to-peer mental health support program developed pursuant to section 10-211a must, acting through the superintendent, select one or more designated staff members, as defined by statute, to complete the training described in such section. • Districts must provide such program to participating students in grades six to twelve, inclusive.
*C.G.S. § 10-211d	• Districts must hire or designate an existing employee to serve as the family care coordinator for the school district. • The family care coordinator shall work with school social workers, school psychologists and school counselors in the schools and serve as a liaison for the school system with mental health service providers for the purposes of providing students with access to mental health resources within the community bringing mental health services to students inside of the school.
C.G.S. § 10-212	Districts must appoint one or more qualified school nurses or nurse practitioners.
*C.G.S. § 10-212a	• Districts must adopt written policies and procedures, in accordance with this section and relevant regulations, that must be approved by the school medical advisor, if any, or other qualified licensed physician. • Once so approved, districts must administer medication in accordance with such policies and procedures. • Each school wherein any controlled drug is administered under the provisions of this section must keep such records as are required of hospitals under the provisions of subsections (f) and (h) of section 21a-254 and must store such drug in such manner as the Commissioner of Consumer Protection shall, by regulation, require. • A school nurse or, in the absence of a school nurse, a qualified school employee shall maintain epinephrine in cartridge injectors for the purpose of emergency first aid to students who experience allergic reactions and do not have a prior written authorization of a parent or guardian or a prior written order of a qualified medical professional for the administration of epinephrine. A school nurse or a school principal must select qualified school employees to administer such epinephrine under this subdivision, and there must be at least one such qualified school employee on the grounds of the school during regular school hours in the absence of a school nurse. To administer epinephrine under this subdivision, a qualified school employee must annually complete the training program described in section 10-212g. • With the written authorization of a student's parent or guardian, and pursuant to a written order of the student's physician licensed under chapter 370, a school nurse or a school principal must select, and a school nurse must provide general supervision to, a qualified school employee to administer medication with injectable equipment used to administer glucagon to a student with diabetes that may require prompt treatment in order to protect the student against serious harm or death. Such authorization shall be limited to situations when the school nurse is absent or unavailable. To administer medication under this subsection, (a) a qualified school employee must annually complete training required by the school nurse and school medical advisor, if any, in the administration of medication with injectable equipment used to administer glucagon, (B) the school nurse and school medical advisor, if any, must have attested, in writing, that such qualified school employee has completed such training, and (C) such qualified school employee must voluntarily agree to serve as a qualified school employee. • With the written authorization of a student's parent or guardian, and pursuant to the written order of a physician licensed under chapter 370, a school nurse and a school medical advisor, if any, must select, and a school nurse must provide general supervision to, a qualified school employee to administer antiepileptic medication, including by rectal syringe, to a specific student with a medically diagnosed epileptic condition that requires prompt treatment in accordance with the student's individual seizure action plan. Such authorization shall be limited to situations when the school nurse is absent or unavailable. To administer medication under this subsection, (i) a qualified school employee must annually complete the training program described in subdivision (2) of this subsection, (ii) the school nurse and school medical advisor, if any, must have attested, in writing, that such qualified school employee has completed such

	training, (iii) such qualified school employee must receive monthly reviews by the school nurse to confirm such qualified school employee's competency to administer antiepileptic medication under this subsection, and (iv) such qualified school employee must voluntarily agree to serve as a qualified school employee. • If, in accordance with the statutory requirements and upon approval by the school medical advisor, if any, or other qualified license physician, the district adopts written procedures and policies regarding the emergency administration of opioid antagonists, a school nurse or, in the absence of a school nurse, a qualified school employee may maintain opioid antagonists for the purpose of emergency first aid to students who experience an opioid-related drug overdose and do not have a prior written authorization of a parent or guardian or a prior written order of a qualified medical professional for the administration of such opioid antagonist. A school nurse or a school principal must select qualified school employees to administer such opioid antagonist under this subdivision, and there must be at least one such qualified school employee on the grounds of the school during regular school hours in the absence of a school nurse. Such administration of an opioid antagonist by a qualified school employee shall be limited to situations when the school nurse is absent or unavailable. To administer opioid antagonists under this subdivision, a school nurse or qualified school employee must complete a training program in the distribution and administration of an opioid antagonist developed by the Department of Education, Department of Public Health and the Department of Consumer Protection, or under an agreement entered into pursuant to section 21a-286.
C.G.S. § 10-212b	Districts must adopt and implement policies (the requirements of which are set forth by statute) prohibiting any school personnel from recommending the use of psychotropic drugs for any child.
C.G.S. § 10-212c	•Districts must implement a plan for managing students with life-threatening food allergies and glycogen storage disease based on guidelines issued by the Department of Education. •Districts must make such plan available on the district's website (or the website of each school) or, if such websites do not exist, make such plan publicly available through other practicable means as determined by the district. •Districts must provide written notice of such plan to parents along with the annual written statement concerning pesticide application, required by Conn. Gen. Stat. § 10-231c(b). •Districts must annually attest to the Department of Education that the school district is implementing such plan in accordance with the statutory provisions.
C.G.S. § 10-212d	•Districts must prepare an emergency action response plan (1) to address the appropriate use of school personnel to respond to incidents involving an individual's experiencing sudden cardiac arrest or similar life-threatening emergency while on school grounds, and (2) for districts that have an athletic program, to address such incidents for individuals attending or participating in an athletic practice or event. •Districts must assure that, at each school, an automatic external defibrillator and school personnel trained in the operation of an automatic external defibrillator and the use of cardiopulmonary resuscitation will be accessible during the school's normal operational hours, during school- sponsored athletic practices and athletic events taking place on school grounds and during school sponsored events not occurring during the normal operational hours of the school. School districts are excused from this obligation to have such equipment available at each school, however, if federal, state or private funding is not available to purchase the equipment or to train personnel.

*C.G.S. § 10-212h	Districts that adopt policies and procedures regarding the self-application of over-the-counter sunscreen products by students must assure that such self-application is in accordance with such policies and procedures.
*C.G.S. § 10-212i	•In consultation with local emergency medical services providers and allied health professionals, districts must develop and implement an emergency action plan for responding to serious and life-threatening sports-related injuries that occur during interscholastic and intramural athletic events. •Such emergency action plan must establish the procedures to be followed in the event that a student sustains a serious injury or illness while participating in an interscholastic or intramural athletic event, and must include various statutory components. •Districts must annually review and update the emergency action plan, as necessary. •Districts must annually ensure that those persons identified in the statute as responsible for implementing such emergency action plan rehearse such plan. •Any school employee, coach or licensed athletic trainer identified in the emergency action plan shall be certified in cardiopulmonary resuscitation and have completed a course in first aid offered by the American Red Cross or a similar organization identified in the statute, using guidelines for first aid published by the American Heart Association and the American Red Cross. •Districts must distribute the emergency action plan to all school employees, coaches and licensed athletic trainers identified in the emergency action plan. •Districts must post such emergency action plan in all athletic facilities and at all sites where interscholastic and intramural athletic events will take place. •Districts must make such emergency action plan available on the Internet website for the school district or school.
*C.G.S. § 10-212j	• Districts must make available on the district website the document developed by the Department of Children and Families concerning behavioral and mental health evaluation and treatment resources available to children in the mental health region in which such board is located. • Districts must distribute such document: (1) to any student taking a course in health and safety, and (2) at least semiannually, in September and May, to the parents and guardians of each student in the school district.
*C.G.S. § 10-212k	Districts must provide free menstrual products in women's restrooms, all-gender restrooms and at least one men's restroom, which restrooms are accessible to students in grades three to twelve, inclusive, in each school and in a manner that does not stigmatize any student seeking such products, pursuant to guidelines established by the Commissioner of Public Health.
*C.G.S. § 10-212m	For the school year commencing July 1, 2023 and each school year thereafter, districts must implement the mental health plan for student athletes, developed pursuant to section 10-212*l*, for the school district.
*C.G.S. § 10-214	•Districts must provide vision, hearing, and postural screenings to students in specified grades and in accordance with statutory requirements. •Districts must provide written notice to a parent/guardian of any impairment or defect found during required vision, hearing, and/or postural screenings.

	•Districts must provide notice to a parent/guardian if the student did not participate in these required screenings and provide the reason the student did not participate. •Districts must record results or treatment provided as a result of the screenings on forms pursuant to section 10-206(a).
*C.G.S. § 10-214a	Districts must comply with regulations promulgated by the State Board of Education concerning the use of appliances and devices for eye protection in the laboratories and workshops of the schools.
*C.G.S. § 10-215	• Districts that offer lunches, breakfasts, and/or other feeding programs must provide free lunches, breakfasts or other such feeding to children whose economic needs require such action under the standards promulgated by said federal laws. • Districts must include in any policy or procedure for the collection of unpaid charges for school lunches, breakfasts or other such feeding applicable to employees and third-party vendors of such school lunches, breakfasts or such feeding (1) a prohibition on publicly identifying or shaming a child for any such unpaid charges, including, but not limited to, delaying or refusing to serve a meal to such child, designating a specific meal option for such child or otherwise taking any disciplinary action against such child, (2) a declaration of the right for any child to purchase a meal, which meal may exclude any a la carte items or be limited to one meal for any school lunch, breakfast or other such feeding, and (3) a procedure for communicating with the parent or legal guardian of a child for the purpose of collecting such unpaid charges. Such communication shall meet statutory requirements. • In the event the unpaid charges for school lunches, breakfasts or other such feeding are equal to or more than the cost of thirty meals, districts must refer such parent or legal guardian to the local homeless education liaison designated by the board.
C.G.S. § 10-215d	When districts serve breakfast and/or lunch to students, they must comply with regulations concerning nutrition standards for such means, as set forth in Conn. Agencies Regs. 10-215d-1.
C.G.S. § 10-215f	•Districts that participate in the National School Lunch Program must certify in their annual application to the Department of Education for school lunch funding whether, during the school year for which such application is submitted, all food items made available for sale to students and not exempted from the nutrition standards published by the Department of Education pursuant to section 10-215e will meet said standards. Except as otherwise provided in subsection (b) of this statute, such certification shall include food not exempted from said nutrition standards and offered for sale to students at all times, and from all sources, including, but not limited to, school stores, vending machines, school cafeterias, and any fundraising activities on school premises, whether or not school sponsored. •Districts that certify compliance pursuant to this section may exclude from such certification the sale to students of food items that do not meet such standards, provided (1) such sale is in connection with an event occurring after the end of the regular school day or on the weekend, (2) such sale is at the location of such event, and (3) such food is not sold from a vending machine or school store.
*C.G.S. § 10-215i	Districts must provide notice to parents or guardians about the supplemental nutrition assistance program, using information provided by the Department of Education.

*C.G.S. § 10-215j	In awarding bids submitted by a food service management company in response to a request for proposals or bid solicitation related to the district's school nutrition program, districts must give preference to the proposal or bid that facilitates purchase of products from local farmers, as described in section 22-38d.
*C.G.S. § 10-215k	• Districts that participate in the National School Lunch Program, in which at least one school qualifies for the maximum federal reimbursement for all school meals served under the federal Community Eligibility Provision, but does not implement the Community Eligibility Provision, must submit a report to the Department of Education that notifies the department that such district is not implementing the Community Eligibility Provision and the reasons therefor. • Such report must include a description of the specific impediments to implementing the Community Eligibility Provision, any actions that are needed to remove those impediments and a plan for implementation of the Community Eligibility Provision during the following school year, if possible.
C.G.S. § 10-217a	Each town or regional school district which provides health services for children attending its public schools in any grade, from kindergarten to twelve, inclusive, must provide the same health services for children in such grades attending private nonprofit schools therein, when a majority of the children attending such schools are residents of the state of Connecticut.
C.G.S. § 10-217e	Districts may not order or purchase art or craft material for use by students in kindergarten through grade twelve unless such art or craft material bears a label that meets certain requirements (set forth in C.G.S. § 10-217d).
*C.G.S. § 10-217h	If a high school within its jurisdiction is selected at random by the federal Centers for Disease Control and Prevention to administer the Connecticut School Health Survey to students in grades nine to twelve, inclusive, the district must administer the survey in accordance with the guidelines provided by the Department of Public Health, including, but not limited to, (1) the survey protocol as required by the federal Centers for Disease Control and Prevention, (2) the requirement to provide parents the opportunity to exclude their children from the survey by denying permission in writing, on a form prescribed by the department, (3) the requirement for the survey to be anonymous and administered in a manner designed to protect student privacy, (4) the timeframe for completion of the survey, and (5) the process by which the results of such survey are to be submitted to the department.
C.G.S. § 10-218	• Not later than one month after the date on which newly elected board members take office, districts must elect a chairperson and elect a secretary. • Districts, acting through the chairperson of the board of education or, in case of such chairperson's absence or inability to act, the secretary, must call a meeting of the board at least once in six months and whenever such chairperson deems it necessary or is requested in writing so to do by three of its members.
*C.G.S. § 10-220	•Districts must maintain good public elementary and secondary schools, implement the educational interests of the state, as defined in section 10-4a, and provide such other educational activities as in its judgment will best serve the interests of the school district.

	•Districts must give all the children of the school district, including children receiving alternative education, as defined in section 10-74j, as nearly equal advantages as may be practicable. •Districts must provide an appropriate learning environment for all students. •Districts must maintain records of allegations, investigations and reports that a child has been abused or neglected by a school employee. •Districts must make a continuing study of the need for school facilities and of a long-term school building program and from time to time make recommendations based on such study to the town. •Districts must adopt and implement an indoor air quality program that provides for ongoing maintenance and facility reviews necessary for the maintenance and improvement of the indoor air quality of its facilities. •Districts must adopt and implement a green cleaning program, pursuant to section 10-231g, that provides for the procurement and use of environmentally preferable cleaning products in school buildings and facilities. •Districts must, every five years, report to the Commissioner of Administrative Services on the condition of its facilities and the action taken to implement its long-term school building program, indoor air quality program and green cleaning program. •Districts must advise the Commissioner of Administrative Services of the relationship between any individual school building project and such long-term school building program. •Districts must have the care, maintenance and operation of buildings, lands, apparatus and other property used for school purposes and at all times must insure all such buildings and all capital equipment contained therein against loss in an amount not less than eighty per cent of replacement cost. •Districts must determine the number, age and qualifications of the pupils to be admitted into each school. •Districts must develop and implement a written plan for minority educator recruitment for purposes of subdivision (3) of section 10-4a. •Districts must employ and dismiss the teachers of the schools subject to the provisions of sections 10-151 and 10-158a. •Districts must designate the schools which shall be attended by the various children within the school district; make such provisions as will enable each child of school age residing in the district to attend some public day school for the period required by law and provide for the transportation of children wherever transportation is reasonable and desirable. •Districts must cause each child five years of age and over and under eighteen years of age who is not a high school graduate and is living in the school district to attend school in accordance with the provisions of section 10-184. •With the participation of parents, students, school administrators, teachers, citizens, local elected officials and any other individuals or groups the district shall deem appropriate, districts must prepare a statement of educational goals, consistent with state-wide goals pursuant to subsection (c) of section 10-4 and include goals for

	the integration of principles and practices of social-emotional learning and restorative practices in the program of professional development for the school district, in accordance with the provisions of section 10-148a, and career placement for students who do not pursue an advanced degree immediately after graduation. •Districts must annually establish student objectives for the school year which relate directly to the statement of educational goals and which identify specific expectations for students in terms of skills, knowledge and competence. •Districts must annually submit to the Commissioner of Education a strategic school profile report for each school and school or program of alternative education. The superintendent shall present the profile report at the first regularly scheduled public meeting of the board of education after November 1. The profile report shall provide information on measures of (1) student needs, including, but not limited to, a needs assessment that identifies resources necessary to address student trauma impacting students and staff in each school and adequately respond to students with mental, emotional or behavioral health needs, (2) school resources, including technological resources and utilization of such resources and infrastructure, (3) student and school performance, including in-school suspensions, out-of-school suspensions and expulsions, the number of truants, as defined in section 10-198a, and chronically absent children, as defined in section 10-198c, (4) the number of students enrolled in an adult high school credit diploma program, pursuant to section 10-69, operated by a local or regional board of education or a regional educational service center, (5) equitable allocation of resources among its schools, (6) reduction of racial, ethnic and economic isolation, (7) special education, and (8) school-based arrests, as defined in section 10-233n. The superintendent shall include in the narrative portion of the report information about parental involvement and any measures the district has taken to improve parental involvement, including, but not limited to, employment of methods to engage parents in the planning and improvement of school programs and methods to increase support to parents working at home with their children on learning activities. • Every three years, for every school building that is or has been constructed, extended, renovated or replaced on or after January 1, 2003, districts must provide for a uniform inspection and evaluation program of the indoor air quality within such buildings. Make available for public inspection the results of the air quality inspections/evaluations at a regularly scheduled board of education meeting and on the board's or each individual school's web site. •Prior to January 1, 2024, and every five years, districts must provide for a uniform inspection and evaluation of the heating, ventilation and air conditioning system within each school building, in accordance with statutory requirements. The inspection and evaluation shall result in a written report, and such report shall include any corrective actions necessary to be performed to the mechanical ventilation system or the heating, ventilation and air conditioning infrastructure, including installation of filters meeting the most optimal level of filtration available for a given heating, ventilation and air conditioning system, installation of carbon dioxide sensors and additional maintenance, repairs, upgrades or replacement. Any such corrective actions shall be performed, where appropriate, by a licensed contractor. Districts must make available for public inspection the results of such inspection and evaluation at a

	regularly scheduled board meeting on the board's and each individual school's website, if any. •Districts must maintain in a central location all records of allegations, investigations and reports that a child has been abused or neglected by a school employee and provide the State Department of Education access to such records. •Districts must establish a school district curriculum committee which shall recommend, develop, review and approve all curriculum for the local or regional school district.
*C.G.S. § 10-220a	• Districts must establish a professional development and evaluation committee to, among other things, participate in the development or adoption of a teacher evaluation and support program for the district and develop, evaluate, and annually update comprehensive professional development and evaluation plans for certified employees and for paraeducators in accordance with statutory requirements. The committee must include at least one teacher selected by the teacher's union, at least one administrator selected by the administrator's union, and such other school personnel as the board deems appropriate. • Districts must provide an in-service training program for teachers, administrators and pupil personnel who hold the initial educator, provisional educator or professional educator certificate. Such in-service program shall provide such teachers, administrators and pupil personnel with information on multiple topics prescribed by statute.
*C.G.S. § 10-220d	•Districts must provide full access to technical education and career schools, regional agricultural science and technology education centers, interdistrict magnet schools, charter schools, and interdistrict student attendance programs for the recruitment of students, provided such recruitment is not for the purpose of interscholastic athletic competition. •Districts must provide information related to technical education and career schools, regional agricultural science and technology education centers, interdistrict magnet schools, charter schools, alternative high schools, and interdistrict student attendance programs on school district websites. •Districts must require school counselors to provide information to students and parents of students in middle and high schools within the board's jurisdiction of the availability of vocational, technical, technological and postsecondary education and training at technical education and career schools, and agricultural science and technology education at regional agricultural science and technology education centers, and publish such information on the district website.
*C.G.S. § 10-220g	Districts must establish, and update as necessary, a written policy concerning the manner in which students' grade point averages are calculated, including whether such grade point average is weighted or not. The policy must provide that parents and students are advised whether a grade in an honors class, advanced placement class, International Baccalaureate program, Cambridge International program, dual enrollment, dual credit or early college is or is not given added weight for purposes of calculating grade point average and determining class rank.
*C.G.S. § 10-220h	• Districts must notify, in writing, a student's prior school district or charter school that the student has transferred to the district. This notice must be provided within two business days.

	• The district that previously educated the child must transfer the student's education records to the new school district or state charter school within ten days and send notification of the transfer to the parent/guardian at the same time that it transfers the records. • Upon notification that a student has been placed in a juvenile justice facility or when any incarcerated student is being educated under the administrative unit established pursuant to section 17a-3b, the prior school district or state charter school must, not later than five days after notification of such placement or incarceration, transfer the student's education records to the administrative unit. • In the case of a student who transfers from Unified School District #1, Unified School District #2 or the administrative unit established pursuant to section 17a-3b, the new school district or new state charter school must provide written notification of such enrollment to Unified School District #1, Unified School District #2 or the administrative unit established pursuant to section 17a-3b, immediately upon the date of enrollment. The unified school district or the administrative unit must, not later than five days after receipt of notification of enrollment from the new school district or new state charter school, transfer the records of the student to the new school district or new state charter school. • The new school district or new state charter school must, not later than thirty days after receiving the student's education records, credit the student for all instruction received in Unified School District #1, Unified School District #2 or the administrative unit.
C.G.S. § 10-220i	Districts may not deny a student access to school transportation solely due to such student's need to carry a cartridge injector while traveling on a vehicle used for school transportation.
*C.G.S. § 10-220j	•Districts must not prohibit blood glucose self-testing by children with diabetes who have a written order from a physician or advanced practice registered nurse stating the need and the capability of such child to conduct self- testing. •Districts must not restrict the time and location of blood glucose self-testing by a child with diabetes on school grounds who has written authorization from a parent or guardian and a written order from a physician or advanced practice registered nurse stating that such child is capable of conducting self-testing on school grounds
C.G.S. § 10-220k	Districts must disclose the educational records it maintains for a student confined pursuant to court order to a state-operated residential facility or community residential facility, provided that the facility makes a request for such records. If the student's parent/guardian did not give prior written consent for the disclosure of such records, the school district must send notification of such disclosure to the parent/guardian at the same time that it discloses the records.
*C.G.S. § 10-220*l*	• Districts that offer student aquatic activities at a school swimming pool must adopt a school swimming pool safety plan that ensures compliance with statutory requirements and any other provisions deemed necessary and appropriate for ensuring the safety of students who use such school swimming pool for student aquatic activities. • Districts must review and update the plan as necessary prior to the commencement of each school year.

	• In addition to the staff member conducting a swimming activity (physical education class, interscholastic competition, or extracurricular activity), there must be at least one qualified educator, qualified swimming coach or qualified lifeguard who shall be solely responsible for monitoring the school swimming pool for swimmers who may be in distress and providing assistance to such swimmers when necessary. The individual conducting a swimming activity must also be a qualified educator, qualified swim coach or qualified lifeguard.
C.G.S. § 10-220m	Districts must annually review the transportation arrangements of special needs students, both in and out of district, and make the appropriate changes to ensure the safe transportation of the students, which may involve placing school bus monitors or cameras on the vehicles used for such transport.
*C.G.S. § 10-220q	• For the purpose of qualifying a student for the Connecticut Automatic Admissions Program, established pursuant to section 10a-11h, districts must (1) calculate a grade point average using the standardized method established by the Board of Regents for Higher Education pursuant to subsection (e) of section 10a-11h, for each student who completes eleventh grade, and (2) determine whether such student's class rank percentile is above or below the minimum established by the Board of Regents for Higher Education. • Districts must share a student's grade point average and whether such student is above or below the minimum class rank percentile with (A) the student, (B) the student's parent or guardian, (C) the Department of Education, in the form and manner prescribed by the department, and (D) upon the student's request, a participating institution for the purposes of applying to such participating institution under the Connecticut Automatic Admissions Program. • Districts must notify each student enrolled in his or her final year of high school, and the parent or guardian of such student, whether such student may be admitted to at least one participating institution under the Connecticut Automatic Admissions Program based on the academic threshold established by such institution per C.G.S. § 10a-11h(e).
*C.G.S. § 10-221	• Districts must prescribe rules for the management, studies, classification and discipline of the public schools and, subject to the control of the State Board of Education, the textbooks to be used. • Districts must make rules for the control, within their respective jurisdictions, of school library media centers, including Internet access and content, and approve the selection of books and other educational media therefor. • Districts must approve plans for public school buildings and oversee any high or graded school in the manner specified in Title 10. • Districts must develop, adopt and implement written policies concerning homework, attendance, promotion and retention. • Districts must develop, adopt and implement policies and procedures in conformity with section 10-154a for (1) dealing with the use, sale or possession of alcohol or controlled drugs by public school students on school property, including a process for coordination with, and referral of such students to, appropriate agencies, and cooperating with law enforcement officials.

	• On and after January 1, 2022, no such policies and procedures shall result in a student facing greater discipline, punishment or sanction for use, sale or possession of cannabis than a student would face for the use, sale or possession of alcohol. • Districts must adopt a written policy and procedures for dealing with youth suicide prevention and youth suicide attempts. • Districts must develop, adopt and implement written policies and procedures to encourage parent-teacher communication. Such policies and procedures must require the district to conduct two flexible parent-teacher conferences for each school year. Such policies and procedures must also require the district to offer parents the option of attending any parent-teacher conference by telephonic, video or other conferencing platform, and meet additional requirements during periods when the school district provides remote learning for more than three consecutive weeks.
*C.G.S. § 10-221a	• Districts must not permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed the requirements specified by statute. • Districts must provide adequate student support and remedial services, in accordance with statutory requirements, for students beginning in grade seven, • Districts must excuse from the physical education requirement any student who presents a certificate from a physician or advanced practice registered nurse stating that, in the opinion of the physician or advanced practice registered nurse, participation in physical education is medically contraindicated because of the physical condition of such student, provided the credit for physical education may be fulfilled by an elective. • Districts must assure that the primary focus of the curriculum of eligible credits corresponds directly to the subject matter of the specified course requirements in determining eligible credits. • Only courses taken in grades nine to twelve, inclusive, and that are in accordance with the state-wide subject matter content standards adopted by the State Board of Education shall satisfy the graduation requirements set forth in this section, with certain exceptions. • Districts must award a diploma to any student seventeen years of age or older who satisfactorily completes the minimum credits required pursuant to this section for students graduating in the year in which such diploma is awarded to any student who would otherwise be attending school in the school district if such student were not educated under the oversight of the education unit of the Department of Children and Families. • Each school year, districts must create a student success plan for each student enrolled in a public school, beginning in grade six. Such student success plan must include a student's career and academic choices in grades six to twelve, inclusive. • Beginning in grade six, such student success plan must provide evidence of career exploration in each grade including, but not limited to, careers in manufacturing. In creating such student success plans, districts must give consideration to career and academic choices in computer science, science, technology, engineering and mathematics.

	• Such student success plan must be created, if possible, in collaboration with each student and the parent or guardian of such student and must, to the extent it does not conflict with the career choices of the student or such student's parent or guardian, include an academic plan that is in compliance with the challenging curriculum policy adopted by the local or regional board of education pursuant to section 10-221x.
C.G.S. § 10-221b	• Districts must provide the same directory information and on-campus recruiting opportunities to military recruiters as is provided to other types of recruiters. • Districts must establish a written uniform policy for the treatment of all recruiters, including commercial, nonmilitary and military concerns and recruiters representing institutions of higher education.
C.G.S. § 10-221c	• Districts must develop and implement a policy for the reporting of all complaints relative to school transportation safety, and maintain a written record of all such complaints received. • Districts must annually, within thirty days after the end of the school year, provide the Commissioner of Motor Vehicles with a copy of the written record of complaints received for the previous twelve-month period. • Districts must make a written report of the circumstances of any accident within the district's jurisdiction and knowledge, involving a motor vehicle and any pedestrian who is a student, which occurs at a designated school bus stop or in the immediate vicinity thereof, to the Commissioner of Motor Vehicles within ten days thereafter on a form prescribed by the Commissioner.
*C.G.S. § 10-221d	• Districts must require, subject to the provisions of section 31-51i, each applicant for a position in a public school to state, in writing, whether such person has ever been convicted of a crime or whether criminal charges are pending against such person at the time of such person's application and, if charges are pending, to state the charges and the court in which they are pending. • Districts must require each applicant for a position in a public school to submit to a records check of the Department of Children and Families child abuse and neglect registry established pursuant to section 17a-101k, before such applicant may be hired by such board. • Districts must require each applicant for a position to submit to state and national criminal history records checks within thirty days from the date of employment and may require any person hired prior to July 1, 2019 to submit to state and national criminal history records checks. The criminal history checks shall be conducted in accordance with section 29-17a. • If the district receives notice of a conviction of a crime by a person holding a certificate, authorization or permit issued by the State Board of Education, the district must send such notice to the State Board of Education.
C.G.S. § 10-221g	• Districts must conduct an instructional time and facility usage assessment in order to maximize student learning and community use of facilities.

	• For purposes of such audit, the superintendent of schools of each school district must meet regularly with representatives from the public library and the recreation department in the town or towns that comprise the school district to coordinate the availability of facilities.
*C.G.S. § 10-221o	• Districts must require schools to (1) offer all full day students a daily lunch period of not less than twenty minutes, and (2) include in the regular school day for each student enrolled in elementary school time devoted to physical exercise of not less than twenty minutes in total, except that a planning and placement team may develop a different schedule for a child requiring special education and related services. • Districts must adopt a policy, consistent with statutory requirements, concerning the circumstances when a school employee may prevent or otherwise restrict a student from participating in the entire time devoted to physical exercise in the regular school day as a form of discipline.
C.G.S. § 10-221p	In the schools under its jurisdiction, the district must make available for purchase by students enrolled in such schools nutritious and low-fat foods, which shall include, but shall not be limited to, low-fat dairy products and fresh or dried fruit at all times when food is available for purchase by students in such schools during the regular school day.
C.G.S. § 10-221q	• Districts must limit the types of beverages available to students during the regular school day to certain drinks without additives, as specified by statute. • Portion sizes of beverages, other than water, that are offered for sale must not exceed twelve ounces.
C.G.S. § 10-221r	Districts must provide an advanced placement course program each school year.
C.G.S. § 10-221s	• Districts must post the telephone number for the Careline operated by the Department of Children and Families and the website address that provides information about the Careline in a conspicuous location frequented by students in each school under the jurisdiction of the board. Such posting shall be in various languages that are the most appropriate for the students enrolled in the school. • Districts must permit and give priority to any investigation conducted by the Commissioner of Children and Families or the appropriate local law enforcement agency that a child has been abused or neglected pursuant to sections 17a-101a to 17a-101d, inclusive, and section 17a-103. • Districts must conduct an investigation and take any disciplinary action, in accordance with the provisions of section 17a-101i, upon notice from the Commissioner or the appropriate local law enforcement agency that such board's investigation will not interfere with the investigation of the commissioner or such local law enforcement agency.

C.G.S. § 10-221t	In collaboration with the Board of Regents for Higher Education and the Board of Trustees for The University of Connecticut, districts must develop a plan to align Connecticut's common core state standards with college level programs at Connecticut public institutions of higher education not later than one year after Connecticut first implements said standards.
C.G.S. § 10-221u	Districts must adopt a policy regarding any school employee being involved in requiring any student enrolled in grades kindergarten to twelve, inclusive, to engage in physical activity as a form of discipline during the regular school day.
C.G.S. § 10-221v	Districts must establish a confidential rapid response team to coordinate with the Department of Children and Families to (1) ensure prompt reporting of suspected abuse or neglect or sexual assault and (2) provide immediate access to information and individuals relevant to the department's investigation.
C.G.S. § 10-222	If a district projects a deficit, acting through the chairperson of such board of education, it must notify the board of finance, board of selectmen or appropriating authority, as the case may be, and must submit a request for additional funds in the same manner as is provided for departments, boards or agencies of the town/municipality.
*C.G.S. § 10-222c	• Districts must require applicants to submit to background checks and provide specific information set forth in the statute (*i.e.,* information, written authorizations, written statement regarding history of abuse/neglect, etc.) • Districts must conduct a review of the employment history of the applicant by contacting those employers listed by the applicant. Districts must use forms specifically developed by the Department of Education for such review. • Districts must provide prospective employees requested information within five days of the receipt for a request. • Districts must provide upon request by any other local or regional board of education, council, operator or supervisory agent for the purposes of an employment inquire or to the Commissioner of Education any information that the board, council, operator or supervisory agent has concerning a finding of abuse or neglect or sexual misconduct by a subject of any such inquiry. • Districts must make a documented good faith effort to contact previous employers (any the previous twenty years prior to applying for the position) of the person in order to obtain information and recommendations which may be relevant to the person's fitness for employment. • If a district receives information that an applicant for a position has been disciplined for a finding of abuse or neglect or sexual misconduct, it must notify the Department of Education of such information. • Notwithstanding the provisions of section 10-151c and subsection (g) of section 31-51i, districts must provide upon request by any other local or regional board of education, council, operator or supervisory agent for the purposes of an inquiry pursuant to statute or to the Commissioner of Education pursuant to subsection (b) of this section any information that

	the board, council, operator or supervisory agent has concerning a finding of abuse or neglect or sexual misconduct by a subject of any such inquiry.
*C.G.S. § 10-222d	• Districts must develop and implement a safe school climate plan to address the existence of bullying and teen dating violence in its schools, as these terms have been redefined. Such plan shall include specific elements prescribed by statute. • Districts that have not had a safe school climate plan previously reviewed and approved by the Department of Education must submit such plan to the Department for review and approval. Not later than thirty calendar days after approval by the Department of such safe school climate plan, districts must make such plan available on the board's and each individual school in the school district's website and ensure that such plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks. • Districts must establish procedures for documenting and maintaining records of bullying investigations. • Districts must provide in-service training to employees on identifying and responding to bullying and preventing and responding to youth suicide. • Districts must biennially require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Department of Education pursuant to section 10-222h. Such school climate assessments must be submitted to the Department.
C.G.S. § 10-222e	• Districts that employ an athletic coach must require the athletic director or the immediate supervisor of such coach to evaluate, in accordance with the provisions of section 10-149d, such coach on an annual basis and provide such coach with a copy of such evaluation. • Districts that terminate or decline to renew the coaching contract of an athletic coach who has served in the same coaching position for three or more consecutive school years must inform such coach of such decision no later than ninety days after the completion of the sport season covered by the contract. Such coach must have an opportunity to appeal such decision to the local or regional board of education in a manner prescribed by such local or regional board of education.
*C.G.S. § 10-222k	• Districts, acting through the superintendent, must appoint, from existing staff, a district safe school climate coordinator, who will have the specific duties delineated in the statute. • The principal of each school must serve as the safe school climate specialist and must (1) investigate or supervise the investigation of reported acts of bullying in the school in accordance with the district's safe school climate plan, (2) collect and maintain records of reports and investigations of bullying in the school, and (3) act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school.

	• The principal of each school must establish a committee or designate at least one existing committee in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee must include at least one parent or guardian of a student enrolled in the school appointed by the school principal, school personnel, including, but not limited to, at least one teacher selected by the exclusive bargaining representative, medical and mental health personnel assigned to such school, and, in the case of a committee for a high school, at least one student enrolled at such high school who is selected by the students of such school in a manner determined by the school principal. The committee must fulfill certain responsibilities prescribed by statute. • The committee at each school in the district responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school must, among other things, implement the provisions of the school security and safety plan, developed pursuant to section 10-222m, regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying.
C.G.S. § 10-222m	• Districts must annually develop and implement, a school security and safety plan for each school in the district. Such plans must be based on the school security and safety plan standards developed by the Department of Emergency Services and Public Protection, pursuant to section 10-222n. • Districts must annually review and update, if necessary, school security and safety plans. • Districts must annually establish a school security and safety committee at each school in the district. The school security and safety committee must be responsible for assisting in the development of the school security and safety plan for the school and administering such plan. • Districts must annually submit the school security and safety plan for each school in the district to the Department of Emergency Services and Public Protection.
*C.G.S. § 10-222n	• Districts must annually submit reports to the Department of Emergency Services and Public Protection regarding fire drills and crisis response drills • Districts must annually conduct a security and vulnerability assessment for each school under the jurisdiction of such board every two years and develop a school security and safety plan for each such school, • The safe school climate committee for each school, must collect and evaluate information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying, and report such information, as necessary, to the district safe school climate coordinator, and the school security and safety committee for the school. • The school security and safety plan for each school must provide an orientation on such school security and safety plan to each school employee at such school and provide violence prevention training in a manner prescribed in such school security and safety plan.

C.G.S. § 10-222o	Districts must make the following information available on school district websites: aggregate spending on salaries, employee benefits, instructional supplies, educational media supplies, instructional equipment, regular education tuition, special education tuition, purchased services and all other expenditures.
*C.G.S. § 10-222p	If the State Department of Education rejects a safe school climate plan, districts must redevelop and resubmit a safe school climate plan to the Department for approval not later than thirty calendar days after receipt of notice of such rejection. If the Department rejects a resubmitted safe school climate plan, not later than thirty calendar days after receiving notice of such rejection and the reasons for such rejection, the district must adopt an appropriate model safe school climate plan, developed or recommended by the Department.
*C.G.S. § 10-222r	Districts must publish on the Internet website the plain language explanation of the rights and remedies available under C.G.S. §§ 10-4a and 10-4b as developed by the Social and Emotional Learning and School Climate Advisory Collaborative in accordance with C.G.S. § 10-222q.
*C.G.S. § 10-222s	• Districts must publish on the Internet website training materials to school administrators regarding the prevention of and intervention in discrimination against and targeted harassment of students based on such students' (1) actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance or mental, physical, developmental or sensory disability, or (2) association with individuals or groups who have or are perceived to have one or more of such characteristics. • Districts may develop such training materials in consultation with or provided by one or more organizations offering training on identifying, preventing and intervening in discrimination.
*C.G.S. § 10-222t	Districts must provide prior written notice to parent or guardian of a student and receive their consent prior to the administration of any assessment whenever they decide to administer a social-emotional learning assessment or mental health and resiliency screening to students.
*C.G.S. § 10-222x	Commencing July 16, 2023, districts must include on the student identification card distributed to each student in grades 6-12 the 9-8-8 National Suicide Prevention Lifeline number.
C.G.S. § 10-223a	• District policies for promotion from grade to grade and for graduation must (1) include objective criteria for the promotion and graduation of students, (2) provide for the measuring of the progress of students against such criteria and the reporting of such information to parents and students, (3) include alternatives to promotion such as transition programs, and (4) provide for supplemental services, and such policies may require students who have substantial academic deficiencies that jeopardize their eligibility for promotion or graduation to attend after school programs, summer school or other programs offered by the district that are designed to assist students in remedying such deficiencies.

	• Districts must specify the basic skills necessary for graduation and include a process to assess a student's level of competency in such skills. The assessment criteria must include, but not be exclusively based on, the results of the mastery examination, pursuant to section 10-14n, for students in grade ten or eleven. • Districts must identify a course of study for those students who have not successfully completed the assessment criteria to assist such students to reach a satisfactory level of competency prior to graduation.
C.G.S. § 10-223g	• Districts with a dropout rate of eight per cent or greater in the previous school year must establish an on-line credit recovery program. • In such case, each school in the district must designate, from among existing staff, an on-line learning coordinator who must administer and coordinate the on-line credit recovery program pursuant to this section.
*C.G.S. § 10-223h	• Schools in a district selected by the Commissioner of Education to participate in the Commissioner's network of schools shall do so for three school years. Districts must establish a turnaround committee for the school consisting of specific members. • The committee must (A) assist the Department of Education in conducting the operations and instructional audit, (B) develop a turnaround plan for such school and (C) monitor the implementation of such turnaround plan in accordance with the statute. • Following the operations and instructional audit for the school selected to participate in the commissioner's network of schools, the turnaround committee must develop a turnaround plan for such school with specific requirements set forth in the statute.
C.G.S. § 10-223i	Districts with a school participating in the commissioner's network of schools that is implementing a turnaround plan that assigns the management, administration or governance of such school to a not-for-profit educational management organization, must include in each contract with such approved not-for-profit educational management organization a requirement that such not-for-profit educational management organization annually submit to the Commissioner of Education, and make publicly available, a report on the operations of such school which includes specific terms set forth in the statute.
*C.G.S. § 10-223j	• Districts with a school that has been designated as a low achieving school or that has been classified as a category four school or a category five school must establish a school governance council for each school so designated. Each council (depending on whether it is an elementary school, middle school and high school governance council) must consist of specific persons outlined in the statute. • Districts must establish 2-year terms for voting members of the council and must only permit voting members a maximum of 4 terms. Districts must only permit nonvoting student members to serve for one year and a maximum of 2 terms. • Districts must assure that school governance councils have specific responsibilities delineated as set forth in the statute.

	• Districts must provide appropriate training and instruction to members of the school governance council or a similar school governance council model, at a school that has been identified as in need of improvement to aid the members in the execution of their duties.
*C.G.S. § 10-223*l*	Districts that use the Department of Education model school district responsibilities agreement, must notify the Commissioner of Education that such district has entered into such agreement.
*C.G.S. § 10-223m	Districts must adopt a policy to improve completion rates of the Free Application for Federal Student Aid by students enrolled in grade twelve ((in a high school or an adult education program) and may accept gifts, grants and donations, including in-kind donations, to implement the provisions of a policy adopted under this section.
C.G.S. § 10-224	• Districts, acting through its secretary for the board of education, must keep a record of all its proceedings in a book which they shall provide for that purpose at the expense of the town and must submit to the town at its annual meetings a report of the doings of the board. • The report of the secretary and of the superintendent of schools must be printed with the reports of the town officers. • The superintendent must report to the Commissioner of Education such returns and statistics respecting the schools of the town as the commissioner requests.
C.G.S. § 10-225	• Districts must fix the salaries or compensation of the secretary of the board of education and of the attendance officers if the town does not do so. • Districts must assure that members of the board of education receive no compensation for services rendered as a member, but such may be pay necessary expenses to a member when performing a duty delegated by said the district.
C.G.S. § 10-226	• Before October 1, districts must annually provide to the Commissioner of Education the name and the address of employment and contractual annual salary of each teacher, principal and superintendent or other certified person which it employs. • Districts must submit to the Commissioner of Education, within seven days after receipt of notice of the decision to accept a contract offer for employment as a new superintendent, the name and address of the person accepting such offer.
C.G.S. § 10-226a	Districts must report on the racial composition of teaching staff and student body, and, in such cases as the State Board of Education shall determine, the number of pupils and teachers of racial minorities and pupils eligible for free and reduced price lunches in each school and in each grade.
C.G.S. § 10-226c	• Districts must prepare and submit a racial imbalance plan to the Department of Education if notified of the existence of a racial imbalance as specified in the statute.

	• District plans must include: • any proposed changes in existing school attendance districts, • location of proposed school building sites as related to the problem, • any proposed additions to existing school buildings, • all other means proposed for the correction of said racial imbalance. • projections of the expected racial composition of all public schools in the district. • District plans may include provision for cooperation with other school districts to assist in the correction of racial imbalance. Note: "racial imbalance" is defined in C.G.S. § 10-226b as a condition wherein the proportion of pupils of racial minorities in all of the grades of a public school of the secondary level or below taken together substantially exceeds or falls substantially short of the proportion of such public school pupils in all of the same grades of the school district in which said school is situated taken together.
*C.G.S. § 10-226d	Districts that are required to prepare a plan pursuant to C.G.S.§ 10-226c (if that plan is approved by the State Board of Education) must submit annual reports on the implementation of the approved plan, as the State Board of Education may require.
C.G.S. § 10-226h	Districts must report biennially to the Commissioner regarding programs and activities undertaken to reduce racial, ethnic, and economic isolation.
C.G.S. § 10-227	Districts must ensure that superintendent reports on receipts, expenditures, and statistics to the Commissioner of Education.
C.G.S. § 10-228	• Districts must provide books (regular texts, supplementary books or library books) and such supplies, materials and equipment as it deems necessary to meet the need of instruction. • Districts must loan (books, equipment, assistive devices) and/or furnished (materials and supplies) to students free of charge.
C.G.S. § 10-229	• Districts must vote by a two-thirds majority of the entire board to change textbooks, • Districts must provide notice of such intended change at a meeting of the board held at least one week previous to the vote upon such change.
C.G.S. § 10-230	• Districts must provide a United States flag for each schoolroom to be displayed during each day school is in session. • Districts must also provide each school with a United States flag of silk or bunting, not less than four feet in length, and a suitable flagstaff or other arrangement whereby such flag may be displayed on the schoolhouse grounds each school day when the weather will permit and on the inside of the schoolhouse on other school days, and renew such flag and apparatus when necessary.

	• Districts must develop a policy to ensure that time is available each school day for students to recite the "Pledge of Allegiance," but may not require that individuals recite the "Pledge of Allegiance."
C.G.S. § 10-231	• Districts must provide for a fire drill to be held in the schools of the district not later than thirty days after the first day of school each year and then at least once each month. • Districts must substitute a crisis response drill for one of the required monthly fire drills every three months, and develop the format for such crisis response drill in consultation with the appropriate law enforcement agency.
C.G.S. § 10-231b	• Districts must employ only certified pesticide applicators for nonemergency pesticide applications in school or on school grounds. • Districts must assure that no person shall apply a lawn care pesticide on the grounds of any public or private preschool or public or private school with students in grade eight or lower, except that an emergency application of a lawn care pesticide may be made to eliminate a threat to human health, as determined by the local health director, the Commissioner of Public Health, the Commissioner of Energy and Environmental Protection or, in the case of a public school, the school superintendent.
*C.G.S. § 10-231c	For districts without an integrated pest management plan: • Districts must, at the beginning of each school year, provide the staff of each school and the parents or guardians of each child enrolled in each school with a written statement of the board's policy on pesticide application on school property and a description of any pesticide applications made at the school during the previous school year. • Districts must assure that such statement and description is provided to the parents or guardian of any child who transfers to a school during the school year. • Districts must assure that such statement (1) indicates that the staff, parents or guardians may register for prior notice of pesticide applications at the school, and (2) describes the emergency notification procedures provided for in this section. • Districts must send notice of any modification to the pesticide application policy to any person who registers for notice under this section. Each school shall maintain a registry of persons requesting such notice. • Districts must provide for the transmittal of notice, by electronic mail, to parents and guardians who have registered for prior notice such that such electronic mail notice is received no later than twenty-four hours prior to providing for any application of pesticide within any building or on the grounds of any school. • Districts must provide notice by any means practicable to school staff who have registered for such notice.

	• Districts must provide electronic notice to the public at least 24 hours prior to the application of pesticide either through: (A) The home page of the Internet website for the school where such application will occur, or, in the event such school does not have a website, on the home page of the Internet website for such local or regional board of education, and (B) the primary social media account of such school or the district. • Districts must indicate how parents may register for prior notice of pesticide applications on the home page of the board of education • Not later than March fifteenth of each year, districts must send through the electronic mail notification or alert system or service of such school or local or regional board of education the notice required by subdivision (1) of this subsection for applications made since January first of such year and a listing of such notices for applications made during the March fifteenth through December thirty-first timeframe from the preceding calendar year. • Districts must print such electronic mail notification required by this subdivision in the applicable parent handbook or manual. • Districts must prohibit the application of pesticide in any building or on the grounds of any school during regular school hours or during planned activities at any school except that an emergency application may be made to eliminate an immediate threat to human health if (1) it is necessary to make the application during such a period, and (2) such emergency application does not involve a restricted use pesticide, as defined in section 22a-47. Districts must assure that no child may enter an area where such application has been made until it is safe to do so according to the provisions on the pesticide label. • Districts may make an emergency application of pesticide without prior notice under this section in the event of an immediate threat to human health provided the district provides for notice, by any means practicable, to any person who has requested prior notice under this section on or before the day that the application is to take place. • Districts must maintain a copy of the record of each pesticide application at a school for a period of five years.
C.G.S. § 10-231e	• Districts must ensure that heating, ventilation and air conditioning system is (1) maintained and operated in accordance with the prevailing maintenance standards at the time of installation or renovation of such system, and (2) operated continuously during the hours in which students or school personnel occupy school facilities, except during scheduled maintenance and emergency repairs, and during periods for which school officials can demonstrate to the district's satisfaction that the quantity of outdoor air supplied by an air supply system that is not mechanically driven meets the Standard 62 (as defined in the statute) requirements for air changes per hour. • Districts must maintain records of the maintenance of their heating, ventilation and air conditioning systems for a period of not less than five years.
C.G.S. § 10-231g	• Districts must develop and implement a green cleaning program for the cleaning and maintenance of school buildings.

	• Districts must provide notice of the district's green cleaning program to staff, and if requested, to parents and guardians. Such notice must include certain information specified by statute. • Districts must make such notice, as well as the report submitted to the Department of Education (pursuant to section 10-220(a)), available on the school district's website and the website of each school under such district's jurisdiction. If no such website exists, the board must make such notice otherwise publicly available.
C.G.S. § 10-232	• Districts must prohibit any member of the board of education and from being employed for compensation by the district. • If any member of such board is employed contrary to the provisions of this section, the office to which he or she was elected or appointed shall become vacant.
*C.G.S. § 10-232b	• Districts must require each student who is enrolled in a teacher preparation program to state, in writing, whether such student has ever been convicted of a crime or whether criminal charges are pending against the student at the time of the application. If charges are pending, the student must state the charges and the court in which such charges are pending. • Districts must require them to submit to a records check of the Department of Children and Families child abuse and neglect registry before such student begins such student teaching experience, • Districts must require them submit to state and national criminal history records checks within sixty days from the date such student begins to perform such student teaching experience.
*C.G.S. § 10-233b	• Districts must require that whenever any teacher removes a pupil from the classroom, they send a pupil to a designated area • Districts must assure that teachers immediately notify the building principal or such principal's designee as to the name of the pupil against whom such disciplinary action was taken and the reason therefor.
C.G.S. § 10-233c	• Districts must follow statutory requirements regarding suspension of students, including notice of the charges and an opportunity to respond. • Notice of suspension must be included in the cumulative record of the student.
*C.G.S. § 10-233d	• Districts must follow statutory requirements regarding expulsion of students. • Specifically, districts must expel any pupil in grades K-12, whenever there is reason to believe that any pupil who: (A) on school grounds or at a school-sponsored activity, was in possession of a firearm or deadly weapon, dangerous instrument or martial arts weapon, (B) off school grounds, did possess such a firearm or did possess and use such a firearm, instrument or weapon in the commission of a crime or

	(C) on or off school grounds, offered for sale or distribution a controlled substance, whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering, or administering is subject to criminal penalties. • Such a pupil must be expelled for one calendar year subject to exceptions on a case-by-case basis. • Districts must hold a formal hearing upon 5 day notice to the parent or guardian of the pupil. • Districts must assure that the expulsion notice include information concerning the parent's or guardian's and the pupil's legal rights and concerning legal services provided free of charge or at a reduced rate that are available locally and how to access such services. • Districts must allow up to a 1 week continuance to allow pupil to obtain representation. • Districts must report the violation to the local police department whenever a student is expelled for possession of a firearm or deadly weapon, dangerous instrument or martial arts weapon. • Districts must refer a pupil to an appropriate state or local agency for rehabilitation, intervention or job training, or any combination thereof, and inform the agency of its action whenever a student is expelled for the sale or distribution of a controlled substance as defined in the statute. • Districts must include the notice of the expulsion and the conduct for which the pupil was expelled on the pupil's cumulative educational record. • Districts must generally provide an alternative educational opportunity, except in certain instances described in the statute.
C.G.S. § 10-233e	• Districts must inform all students and their parents/guardians/surrogate parents, at least annually, of the board policies governing student conduct and school discipline. • Districts must provide an effective means of notifying the parents of any minor student against whom disciplinary action has been taken. Such notice must be given within twenty-four hours of the time the student was excluded.
C.G.S. § 10-233f	• Before imposing an in-school suspension, districts must provide the student with the same type of informal hearing that is required for suspensions generally. • No student may be placed on in-school suspension more than fifteen times during a school year, or for a total of more than fifty days, whichever is less.
C.G.S. § 10-233g	Districts must require that school principals who receive a report filed by an employee of an assault by a student report that assault to the local police authority.
*C.G.S. § 10-233h	• Districts must maintain reports of arrested students in a secure location and maintain the confidentiality of such reports. The superintendent may disclose such information only to the principal of the school in which such person is a student or to the principal or supervisory agent of any other school in which the superintendent knows such person is a student.

	• The principal or supervisory agent may disclose such information only to special services staff or a consultant, such as a psychiatrist, psychologist or social worker, for the purposes of assessing the risk of danger posed by such person to himself, others or school property and effectuating an appropriate modification of such person's educational plan or placement, and for disciplinary purposes. If the arrest occurred during the school year, such assessment shall be completed not later than the end of the next school day.
C.G.S. § 10-233i	Upon consideration by a court of appropriate jurisdiction, a student placed on probation may return to school on a conditional basis. In these situations, the superintendent must timely provide recommendations regarding conditions for disposition or sentencing, as well as information regarding the attendance, adjustment, and behavior.
C.G.S. § 10-233j	• Districts my only grant permission to a parent or student who requests that the student be permitted to possess a pager on school grounds if the student/parent establishes a reasonable basis for such possession. • Districts may restrict the use/possession of cellular phones on school grounds, but must consider the special needs of parents and students when establishing any such restrictions.
*C.G.S. § 10-233k	• Upon a report from the Department of Children and Families that there is a risk of imminent personal injury to individuals from a child in its custody who has been adjudicated a serious juvenile offender, districts, acting through the superintendent of schools, must notify the principal at the school the child will be attending that the child is potentially dangerous. The principal may only disclose such information to the individuals listed in the statute. • The school of origin shall provide to the superintendent of schools any educational records within their custody of a child seeking to enter or return to a school district from a juvenile residential center or any other residential placement prior to the child's entry or return. The superintendent of schools shall provide such information to the principal at the school the child will be attending. The principal shall disclose such information to appropriate staff as is necessary to the education or care of the child.
*C.G.S. § 10-233*l*	• Districts providing a preschool program provider may not expel any child enrolled, except whenever there is reason to believe that any child enrolled in such preschool program was in possession of a firearm, on or off school grounds or at a preschool program-sponsored event. • The expulsion hearing shall be conducted in accordance section 10-233d.
*C.G.S. § 10-233m	• Districts that assign a school resource officer to any school under their jurisdiction must enter into a memorandum of understanding with the local law enforcement agency regarding the role and responsibility of such school resource officer. The memorandum must include certain provisions outlined more specifically in the statute.
*C.G.S. § 10-234bb	• Districts are required to enter into a written contract with any contractor any time they share or provide access to student information, student records or student-generated content with such contractor which ensures the protection of student data. The statute specifically provides basic terms for the protection of student data.

*C.G.S. § 10-234dd	• Upon receipt of notice of a breach of security related to student data, districts must electronically notify, not later than two business days after receipt of such notice, the student and the parents or guardians of the student whose student information, student records or student-generated content is involved in such breach of security. They must also post such notice on the board's Internet website.
*C.G.S. § 10-234gg	Districts must annually submit a report to the Commission for Educational Technology concerning the use of Internet websites, online services or mobile applications without a contract. Such report shall indicate whether or not any such Internet websites, online services or mobile applications are being so used, and, if so, a list of the same.
C.G.S. § 10-235	Districts must indemnify school employees against claims made against them for actions taken within the scope of their employment, including attorneys' fees, subject to exceptions.
C.G.S. § 10-236a	Districts must indemnify board members and staff for expenses resulting from assault on them while they are on duty, to the extent that their individual insurance, workers' compensation or other source does not pay the bill.
*C.G.S. § 10-236b	Districts must comply with the following provisions concern restraint and seclusion. • Seclusion, like physical restraint, may only be used as an emergency intervention to prevent immediate or imminent injury to the student or others. • The use of a psychopharmacologic agent on a student without that student's consent is prohibited except (1) as an emergency intervention to prevent immediate or imminent injury to the student or to others or (2) as an integral part of the student's established medical or behavioral support or educational plan. • Districts must adopt a policy regarding the use of exclusionary time out with specific provisions. • Districts must review and revise their policies and procedures regarding physical restraint and seclusion. • In the event that physical restraint or seclusion is used on a student four or more times within twenty school days, administrators and other employees must convene to determine additional supports. • Districts must notify parents within 24 hours of the physical restraint. • Districts must record each instance of the use of physical restraint or seclusion on a student, specify whether the use of seclusion was in accordance with an individualized education program, specify the nature of the emergency that necessitated the use of such physical restraint or seclusion, and include such information in an annual compilation on its use of such restraint and seclusion on students that is provided to the State. • Districts must record instances of physical restraint/seclusion and specific information set forth in the statute on the student's educational record. • If such restraint or seclusion results in an injury, districts must report the event to the State Board of Education.

	• Districts must provide specific training to the members of the crisis intervention team and other school employees regarding physical restraint and seclusion of students. • District must develop policies and procedures that establish monitoring and internal reporting of the use of physical restraint and seclusion on students and make such policies and procedures available on the school district's website and in its procedures manual. • Each school year, districts must require each school in the district to identify a crisis intervention team consisting of school professionals, paraprofessional staff members and administrators who have been trained in the use of physical restraint and seclusion. Such teams shall respond to any incident in which the use of physical restraint or seclusion may be necessary as an emergency intervention to prevent immediate or imminent injury to a student or to others. Each member of the crisis intervention team shall be recertified in the use of physical restraint and seclusion on an annual basis. • *See also* C.G.S. § 46a-150 *et seq.*
*C.G.S. § 10-236c	At the request of the teacher of record in a classroom, the crisis intervention team must convene a behavior intervention meeting regarding such student. The participants of such behavior intervention meeting must identify resources and supports to address such student's social, emotional and instructional needs.
C.G.S. § 10-237	If a district establishes and maintains in its custody a school activity fund, it must designate one of its members or some other person to serve as treasurer of such fund.
C.G.S. § 10-238	Districts must hold a hearing if the board of education receives a petition signed by the greater of fifty electors or one percent of the electors in the town, such signatures to be verified by the town clerk.
C.G.S. § 10-239d	• If a district establishes a demonstration board (scholarships), it must award a scholarship to each school child residing in the demonstration area in a fair and impartial manner, subject only to such age and grade restrictions which it may establish and make the funds available as specified in the statute. • The statute also provides specific requirements with respect to whom the scholarship shall be issued and specifications related to the base amount of the scholarship.
C.G.S. § 10-239e	If a district establishes a demonstration board (scholarships), it must authorize the parents or legal guardian of scholarship recipients to use the demonstration scholarships at any public or private school in which the scholarship recipient is enrolled, provided such public or private school meets specific requirements and fulfills other statutory requirements.
C.G.S. § 10-239i	If designated by the Commissioner of Education, districts must participate in the National Assessment of Educational Progress or in any other national or international measure of student progress as may be determined by the Commissioner.

C.G.S. § 10-239j	• Within 45 days, districts must make public (at a board meeting and by making such records available for inspection) the results of an accreditation report for any school in its jurisdiction. • If notified that a school in the district is at risk of losing its accreditation, the district must notify the Department of Education of such placement or problems relating to accreditation.
*C.G.S. § 10-241c	Whenever possible, districts must consult with the municipality regarding the joint purchasing of property insurance, casualty insurance and workers' compensation insurance.
*C.G.S. § 10-241d	After going out to bid for a good or service and receiving submissions, districts must consult with the legislative body of their municipality, if such municipality provides or uses such good or service. If the equivalent level of such good or service is provided by such municipality or through a municipal contract for a lower cost than the lowest qualified bid submission received by the district, the district must consider a cooperative agreement with such municipality for the provision of such good or service.
*C.G.S. § 10-241e	Districts must consult with the legislative body of such municipality prior to purchasing payroll processing or accounts payable software systems.
C.G.S. § 10-244a	Districts may not employ persons who will possess firearms to provide security at school buildings unless they were sworn officers of the local police, state police, federal law enforcement agencies, or sworn officers of police departments from different states who retired in good standing and who receive the training as specified in the statute.
*C.G.S. § 10-244b	Except when the salary for a central office position is paid for with funds from a grant, gift or donation awarded to the district, prior to the start date for any person hired to fill a central office administrative personnel position (1) that provides an annual salary of one hundred thousand dollars or greater, and (2) for which the proposed or approved education budget does not provide funding for such central office administrative personnel position, districts must notify the legislative body of such municipality regarding such hiring.
*C.G.S. § 10-244c	Districts must file forthwith a signed copy of any contract for administrative personnel with the town clerk.
*C.G.S. § 10-248c	On a quarterly basis, districts must (1) post the board's current and projected expenditures and revenues on the Internet website of the board, and (2) submit a copy of such current and projected expenditures and revenues to the legislative body of the municipality.
C.G.S. § 10-249	• Districts must annually determine the age and number of children of compulsory school age who reside within the jurisdiction as of January 1st.

	• If any child of school age is not in school, districts must make a reasonable effort to find out why. • If the child is working, districts must make a reasonable effort to find out the name of the employer.
C.G.S. § 10-250	By June 15th every year, districts, acting through the superintendent of schools must determine and report to the Commissioner of Education, the number and ages of compulsory school age children in the school district.
*C.G.S. § 10-253	• Districts must be financially responsible for the education costs of district children placed in other districts by state agencies, up to 100% of its average per pupil cost. • Districts must provide free schooling for children who are homeless (living in shelters, etc.). • If a juvenile detention facility operated by, or under contract with, the Judicial Department is located in the school district, the district must be responsible for providing regular and special education and related services for students held in facility. Tuition may be charged to the local or regional board of education under whose jurisdiction the child would otherwise be attending school for the provision of general education and special education and related services. If one cannot be located, the district where the juvenile facility is located, shall be financially responsible. • Districts must designate and maintain at least 1 employee as a liaison to facilitate transitions between the school district and the juvenile and criminal justice systems. In each district, the liaison shall assist the school district, the Court Support Services Division of the Judicial Branch and any relevant educational service providers in supporting these students.
*C.G.S. § 10-262j	Districts must comply with the minimum budget requirement in appropriating funds for a given school year.
*C.G.S. § 10-262*l*	If a district receives a state grant for demonstrating improvement in district-wide student achievement on the mastery examinations, it must expend grant funds pursuant to this section on behalf of its schools in a manner consistent with each school's relative contribution to the level of mastery goal achievement within the district.
*C.G.S. § 10-262n	• Districts wishing to take advantage of grants for improving the use of technology in schools must apply to the Department of Education. • Each school district that participates in an interdistrict magnet school or in an endowed academy must provide funds from the grant it receives pursuant to this section to such interdistrict magnet school or endowed academy in an amount equal to the per student amount of such grant multiplied by the number of students from such district enrolled in the interdistrict magnet school or endowed academy.
*C.G.S. § 10-262u	• Districts designated as alliance districts may apply to the Commissioner of Education. • Applications pursuant to this subsection must include objectives and performance targets and a plan that are developed, in part, on the strategic use of student academic performance data.

	• Districts receiving funding under this statute must submit an annual expenditure report to the Commissioner of Education in accordance with its specific requirements.
*C.G.S. § 10-263c	• Districts receiving transitional school district grants must use the funds as prescribed by the statute.
*C.G.S. § 10-264*l*	• If not participating in an interdistrict magnet school, districts must pay tuition, if any, for any students who enroll in such school. • If participating, districts must provide annual opportunities for students to attend the school in certain numbers. • Districts must provide the same kind of transportation to its children enrolled in such interdistrict magnet school as is required for other schools. • The district in which the student resides must pay the interdistrict magnet school an amount equal to the difference between the reasonable cost of educating such student and the sum of the amount received by the interdistrict magnet school for such student. • A participating district must provide opportunities for its students to attend an interdistrict magnet school as specified in the statute. • A district may not charge tuition for interdistrict magnet schools, except the Hartford school district may charge tuition for any student enrolled in the Great Path Academy.
C.G.S. § 10-265f	• If a district accepts an early reading success grant, it must limit the class size of classes in which core curriculum is taught in grades kindergarten to three, inclusive, in accordance with its plan to eighteen or less students, provided students who enroll after October first in any school year are not included for purposes of such count.
*C.G.S. § 10-265r	Any district that receives a heating/ventilation/air conditioning grant shall be required to provide (1) routine maintenance and cleaning of the heating, ventilation and air conditioning system, and (2) training to school personnel and building maintenance staff concerning the proper use and maintenance of the heating, ventilation and air conditioning system.
C.G.S. § 10-266j	Any district wishing to enter into an agreement with an intercommunity program for disadvantaged children must include mutually acceptable terms concerning, but not limited to, the tuition per child which shall be paid by the sending district to the receiving district.
C.G.S. § 10-281	Districts must provide the same transportation services for students enrolled in nonpublic schools in the district as for public school students, if a majority of the nonpublic school's students are Connecticut residents.
C.G.S. § 10-291	The Department of Administrative Services will not approve a school building project plan or site if, in the case of a new construction, extension, renovation or replacement, the plans do not provide that the building maintenance staff responsible for such facility are trained in or are receiving training in, or that the applicant plans to provide training in, the appropriate areas of plant operations including, but not limited to HVAC systems, with specific training relative to indoor air quality.

C.G.S. § 10-292r	To be eligible for state reimbursement, school construction projects must conform to new standards for safety in school construction established by the School Safety Infrastructure Council.
C.G.S. § 10-292v	Districts that establish a school building committee to undertake a school building project, as defined in section 10-282, must include at least one member who has experience in the construction industry

The following Public Acts were enacted in 2022, but have not yet been codified. These Public Acts contain additional mandates for boards of education.

Public Act	Summary
*Public Act No. 22-116, Sec. 3, as revised by Sec. 6 of Public Act 22-116	• Beginning with the school year commencing July 1, 2023, districts must annually complete the survey developed and distributed by the Commissioner of Education concerning the employment of school social workers, school psychologists, school counselors, school nurses, and licensed marriage and family therapists employed by the district. • Districts must submit the completed surveys at such time and in such manner as the Commissioner prescribes.
*Public Act No. 22-47, Sec. 12	• Beginning with the school year commencing July 1, 2023, districts must annually complete the survey developed and distributed by the Commissioner of Education concerning the employment of school mental health specialists employed by the district. • Districts must submit the completed surveys at such time and in such manner as the Commissioner prescribes.